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ABSTRACT

The Pledge of Allegiance is the focus of this citizenship guide for elementary educators. The Pledge can be an important first step in citizenship education and civic values in a pluralistic and multicultural society. Understanding the Pledge can also help lay the foundation for future understanding of more complex documents such as the Declaration of Independence and the United States Constitution. Four themes of citizenship and values have been derived from the Pledge and around each theme concepts, skills, and activities have been organized. One chapter in the guide discusses works of children's literature that are helpful in teaching the themes of the Pledge of Allegiance, and suggests activities that incorporate the works of literature. The works and activities are divided into primary and intermediate levels, and within each theme two types of activities are presented: one drawing on existing literary works, the other fostering creative writing skills of students. Three participatory projects are included to help explore the themes: (1) a story/script called "The Right To Wear Purple: The Town That Needed Some Lawmakers; (2) a program called "Critical Choices Town Meetings; Elementary Style"; and (3) "Glenmont Cantata: Molly Helps the Homeless," a musical production written by a group of Glenmont Elementary School fourth and fifth graders in collaboration with a professional composer and college theatre director. The final chapter, "Foundations of Freedom," provides a variety of activities and resources for learning about the concept of liberty. (DB)

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LIVING TOGETHER
Consti·tu·tion·al·ly

An Elementary Education Citizenship Guide Based on the Pledge of Allegiance

Edited by
Stephen L. Schechter and Arlene F. Gallagher

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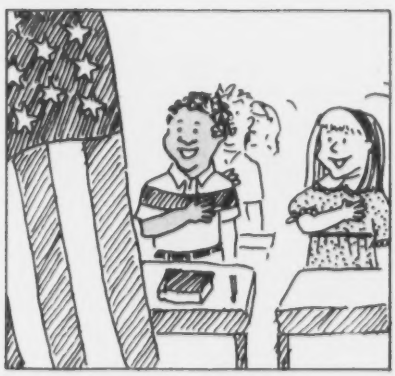

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Figure 1.

Diagram of the Pledge of Allegiance

Pledge	**I pledge allegiance**
Concept	consent
Theme I	Sharing rights and responsibilities

Pledge	**to the flag of the U.S.A. and to the republic for which it stands**
Concept	choice
Theme II	Making choices by the rules

Pledge	**one nation under God indivisible**
Concept	culture
Theme III	E pluribus unum ("Unity through diversity")

Pledge	**with libery and justice for all**
Concept	values
Theme IV	Freedom, fairness, and equality

Editors' Introduction

The Pledge of Allegiance is the first formal act of citizenship which our children learn. Its words are familiar:

"I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

At an early age, children learn to *recite* the Pledge. With the activities in this book, children can learn what the Pledge *means*. Beyond the simple satisfaction of teaching what is imparted there are two reasons for a book such as this on the Pledge: Understanding the Pledge can be a critical first step in citizenship education and civic values in our pluralistic and multi-cultural society. Understanding this simple document can also help lay the foundation for future understanding of more complex documents, such as the Declaration of Independence and the United States Constitution.

The Pledge contains five basic parts. From these components, we have derived four themes of citizenship and values, and around each theme we have organized concepts, skills, and activities. Furthermore, the themes unifying these activities can provide bridges to other areas of the social studies curriculum.

Figure 1 outlines the five basic parts of the Pledge and introduces their core concepts and themes. *"I pledge allegiance"* is the first and operative part of the Pledge. It provides students with a opportunity to learn the concept of *consent*, around which is organized our first theme, "sharing rights and responsibilities." This theme can be used to introduce this program.

The second part of the Pledge begins :"to the flag of the United States of America." We pledge allegiance to the flag, primarily as a symbol of *"the republic for which it stands."* Our republic is the object of the Pledge, its core concept is *choice*, which relates to our second theme, "making choices by the rules."

"One nation, under God, indivisible" is the third component of the Pledge. It provides an opportunity for understanding the American republic as a pluralistic society. Its core concept is *culture* as a way of understanding ourselves and others; and the theme, our third, is *E pluribus unum* ("unity through diversity").

"With liberty and justice for all" is the final part of the Pledge. This introduces the fundamental values upon which our republic and our nation are based. These principles are: "liberty" which we equate with the concept of *freedom*, "justice" which centers on the concept of *fairness*, and "for all" or the idea of *equality*. The theme is "freedom, fairness, and equality."

New York State teachers will recognize some of the concepts in Figure 1 from their Social Studies Program Syllabus. The Pledge and its components also address three major priorities set out in the 1987 edition of the syllabus: linking literature to social studies, developing citizenship competency, and developing participation projects. Moreover, each of the themes in this book contains the three clusters of skills – information management, participation, and self-management – set out in the syllabus. Finally, the third theme in particular and the book as a whole seek a better understanding of the American system as a multi-cultural society – a recurring emphasis of the new syllabus.

For more information on the themes and activities of this book, the reader should consult the next chapter.

Reading and Participation as Methods of Citizenship Education

Out of the earnest desire to develop truly worthwhile educational programs in commemoration of the 200th anniversary of the United States Constitution, educators across the nation realized that learning effective citizenship requires much more than acquiring the factual information upon which citizenship is based. In addition to acquiring information, students must learn how to utilize that information in developing civic values, making choices, working with others, respecting others, and understanding themselves. To take on such intellectually challenging tasks, their minds must be active and alert.

This book is based on the simple belief that the active and alert mind requires proper doses of the three "E's" – Exercise, Engagement, and Enrichment. Moreover, we believe that children's literature and participatory projects can be effectively utilized if we are to exercise, engage, and enrich citizenship education and, for that matter, social studies. The thematic activities in this book focus on children's literature, with its emphasis on reading and language arts. These activities are supplemented by participatory projects including a town meeting, a cantata, a reader's script, and more.

Exercise is needed to get the mind going in the morning and keep it alive and alert throughout the day. Utilized effectively, these activities can challenge the minds of learners at various levels, stimulate the mind through its imagination and creative expression, and physically exercise the body.

Engagement, used here as another word for involvement or participation, is necessary to motivate the student both to learn and to work with others. What better way to achieve motivation and participation than through the world of literature and participatory projects? These activities can attract students, hold their attention, involve them in individual activities toward a common project, and enliven their learning, both by making it more lively and by giving its subjects human form.

Enrichment is needed when the well exercised and engaged mind craves more and when the "non-cravers" need something different. The world of children's literature can be a powerful enrichment vehicle. It is a truism worthy of action that literature can supply the social studies with human form – its shapes and sizes, its colors and shadings, its actions and expressions, and its heart and soul.

Citizenship education is especially dependent upon the three "E's." Citizenship requires regular exercise if we expect an active and alert citizenry. Moreover, the essence of citizenship is engagement, participation, and the understanding that we are all part of civil society. Finally, effective citizenship requires multiple avenues for enrichment. Students need to discover those avenues in our political system and learn where they lead.

The Organization of this Book

The next chapter presents additional information on the themes, concepts, skills, and activities of this book. The following chapter by Professor Arlene F. Gallagher of Boston University contains works and activities of children's literature organized by theme. Within each theme, Gallagher has subdivided activities and works into primary and intermediate levels. Finally, within each theme two types of activities are presented: one drawing on existing literary works, the other fostering the creation of new work by the student. Literary works were selected on the basis of three criteria: reading level, theme relevance, and ready availability.

The themes in this book are presented in the order in which they occur in the Pledge of Allegiance. Although Theme I is intended to introduce the program and should be offered first, teachers can effectively organize the remaining themes and activities in their own way.

The final section of this book contains supplementary participatory projects developed and prepared by teachers, students, and education specialists. We take pride that all of these projects were undertaken with the assistance of grants from the New York State Bicentennial Commission.

Although the supplementary projects presented here were selected for their relevance to the themes of this book, they were not developed with this book in mind. As a result, these projects may serve more than one theme, and the themes can be variously served by drawing upon different projects. We believe that this mix enhances the publication and the role of the teacher in mixing and matching activities from it. However, it also explains why we have not attempted to integrate the supplementary projects into Gallagher's section. That would destroy the integrity of each contribution.

The first participatory project, "The Right to Wear Purple," is a reader's script developed by Professor Gallagher to impart the need for lawmakers and the complex idea of "separation of powers." This project is appropriate for the first and second themes.

"Critical Choices Elementary Style" was developed and tested by Dr. Maryanne Malecki, Social Studies Coordinator of the South Colonie School District, New York, to extend the Commission's successful town-meeting program to elementary-grade levels. As a participatory project designed to engage students in debating and making constitutional choices involving their rights and responsibilities, this activity is particularly appropriate for Theme II.

"Molly's Cantata," was developed by the students and faculty of Glenmont Elementary School, New York. This activity is most appropriate for the third theme in that it shows how people can work together to help others.

The final contribution to this publication, "Fundamentals of Freedom," was developed by Ellery (Rick) M. Miller, Jr., director of the Citizenship Law-Related Education Project of the Maryland State Bar Association and the Maryland State Department of Education. Undertaken as part of the "Fundamentals of Freedom Project" described in the Acknowledgments section of this Introduction, this project provides a variety of activities for learning more about the concept of liberty. Activities in this project can be utilized in teaching Themes I and IV.

Acknowledgments

This book is the product of a collaborative effort which began at a conference, "Fundamentals of Freedom," held at Hidden Valley, New York, in the summer of 1988. That conference marked the beginning of a major educational initiative undertaken by the New York State Bicentennial Commission in cooperation with the Imagination Celebration of the New York State Alliance for Arts Education, and the Law, Youth and Citizenship Program of the New York State Bar Association and the New York State Education Department. The purpose of that conference, and the program of which it is a part, brought together law-related educators and arts educators to explore ways in which their disciplines could be combined to enhance the teaching of citizenship in the classroom.

At the Hidden Valley Conference, the editors met and discussed the elementary-education law guide, ***Living Together Under the Law.*** Conversation turned toward the possibility of utilizing that guide as a model for the allied field of citizenship education and the development of an elementary-education guide for teaching citizenship through children's literature and the arts. That conversation was joined by Dr. Vivienne Anderson, statewide coordinator of the Imagination Celebration; Dr. Eric Mondschein, director of the Law, Youth and Citizenship Program; Stephanie A. Thompson, education coordinator of the New York State Bicentennial Commission; and Rick Miller of Maryland.

The project quickly grew to include other participants. Sylvia Corwin, then assistant principal for the Arts at John F. Kennedy High School in New York City, and Christine Boice of the Empire State Institute for the Performing Arts joined the project and made invaluable contributions in their respective disciplines of the visual and performing arts. Each of the contributors developed and tested their projects. Stephanie Thompson and Richard B. Bernstein, research director of the Commission, reviewed and edited each of the manuscripts as did Shirley A. Rice, publications director of the Commission.

This publication is the product of reflective conference conversations and the hard work that followed. It is our hope that this publication can provide not only a guide for the individual teacher, but also a rallying point for all educators interested in enhancing the teaching of citizenship and values education.

The Citizen's Pledge of Allegiance: A Common Starting Point

Stephen L. Schechter
New York State Bicentennial Commission

Let us take a closer look at the themes, concepts, skills, and activities around which this book is organized. Figure 2 provides a common reference point for this review.

Figure 2.

Themes of *Living Together Constitutionally*

Pledge and its Themes	Content and Concepts	Skills and Understandings	Holiday Activities
"I pledge allegiance" Sharing rights and responsibilities	– political system – consent	– Appreciate citizenship as a compact – Agree to participate – Voluntarily comply with the rules	– Citizenship Day – Thanksgiving
"To the flag . . . and to the Republic" Making choices by the rules	– political system – choice	– Appreciate citizenship as making choices responsibly – Steps of choice making: – Follow the rules – Gather and use information – Present and hear opinions – Make compromises if necessary – Participate in group decisions – Accept majority decisions – Respect minority rights – Choices produce changes and risks – Anticipate consequences	– Election Day – Bill of Rights Day
"One nation under God, indivisible" E pluribus unum (unity through diversity)	– social system – culture	– Appreciate citizenship as a facet of personhood – Respect cultural differences – Tolerate and work with those differences – Cooperate with others and accept tasks toward a goal	– Martin Luther King, Jr.'s, Birthday – Columbus Day
"With Liberty and justice for all" freedom, fairness and equality	– constitutional system – civic values	– Citizenship is based on shared principles – Learn rights of citizenship – Accept responsibilities with rights – Respect rights of others – Explore meanings of fairness – Explore meanings of equality	– Law Day – Flag Day

I. Sharing Rights and Responsibilities

The concept of **consent** is the democratic alternative to blind obedience and disobedience.

On June 14 (Flag Day) 1943, the United State Supreme Court reversed its earlier decision and ruled that compulsory flag salutes and pledges do abridge the freedom guaranteed by the First Amendment for speech and religious beliefs. (***West Virginia State Board of Education*** v. ***Barnette,*** 319 U.S. 624. A more recent case in New York State is ***Goetz*** v. ***Ansell,*** 477 F.2d 636 [2d Cir. 1973].) In the concurring opinion in ***Barnette,*** Justices Hugo L. Black and William O. Douglas wrote: "Words uttered under coercion are proof of loyalty to nothing but self-interest. Love of country must spring from willing hearts and free minds."

Children can begin to learn these important differences by the very way in which they learn and exercise the Pledge of Allegiance. Children need to understand that citizenship is a compact or social contract – a deal "for keeps" – which most acquire at birth but which must be exercised if it is to grow strong and healthy. The deal, then, is not whether they want to become citizens, but whether they want to take part ("participate") as citizens in the world around them. This deal can only be voluntary, but part of it requires agreeing to comply with the rules of the game. These rules include learning to accept responsibilities with rights, respect the law, accept legitimate authority, respect the rights of others, respect cultural differences, work with others, and question unfair decisions. These are the essential skills and understandings to be learned from the first theme of this book.

Citizenship Day can provide an ideal opportunity to introduce this program since it occurs so early in the school year. Citizenship Day falls on September 17 every year in commemoration of the signing of the United States Constitution on September 17, 1787, by delegates to the Constitutional Convention meeting in Philadelphia. The bicentennial celebration of this event took the form of "A Celebration of Citizenship," a special program undertaken in 1987 in schools and communities across the country.

Citizenship Day is also the first day of Constitution Week, which provides a longer time period for organizing classroom activities. A full week also makes it possible for participating classes to involve the entire school through performances, exhibits, readings over the public address system, and other special activities found in this book. Teachers interested in this possibility should review Arlene F. Gallagher's material in Theme II.

Thanksgiving is also an excellent holiday to relate to this theme. Children can learn not only how the Pilgrims survived, but also why they came together in the first place. That act of "coming together" means, quite literally, covenanting or compacting, and that act is historically captured in the ***Mayflower Compact.*** In fact, that compact is the first American agreement based on the ideals of popular consent and the rule of law.

Other founding documents also provide a basis for learning the concept of consent. One example from New York State history is the Iroquois ***Great Law of Peace.*** According to Iroquois legend, Hiawatha brought the five tribes together to form a confederacy bound by a covenant or compact known as the ***Great Law of Peace.*** This law is symbolized by a belt of *wampum*, displaying the tribes as white squares on a purple background linked to each other and to the tree of peace in the middle.

Flag Day is also an ideal opportunity for organizing activities related to this theme. Since this holiday is celebrated on June 14, classes can prepare flag-related material in Theme I for display toward the end of the year on Flag Day. This holiday is also appropriate for Theme IV, and some of the activities presented in the supplementary project, "Fundamentals of Freedom," can provide a nice way of concluding the program and tying the last theme back to the first.

In her contributions, Professor Arlene Gallagher has selected works and activities of children's literature which focus on the flag as a symbol of voluntarily pledging allegiance and participating with others in governance activities. Toward that end, Gallagher reviews Peter Spier's ***We the People: The Constitution of the United States*** and Natalie Babbitt's ***The Search for Delicious.*** Gallagher also reviews the important United States Supreme Court cases of ***West Virginia Board of Education*** v. ***Barnette*** (overturning a state law requiring the salute to the flag and the Pledge of Allegiance in schools) and ***Texas*** v. ***Gregory Lee Johnson*** (holding that Johnson could not be punished for burning the flag). Gallagher also includes ***The Children's Story,*** written by James Clavell, the well-known author of adult books who wrote this story when his daughter came home from first grade and repeated the Pledge of Allegiance with no understanding of what it meant. This fictional story is about a school where a new teacher takes over the minds and hearts of a group of children.

II. Making Choices by the Rules

The concepts of *consent* and *choice* are opposite sides of the same coin. **Consent** focuses attention on the political process by which individuals as citizens come together and agree on a particular decision. *Choice* places the emphasis on the intellectual process by which individuals make their decisions. Together, they form the very essence of our political system as a "republic."

Who makes choices? Clearly, all individuals make choices, even political ones. After all, children must decide with their family whether or not they will participate in the Pledge of Allegiance, and that can be a monumental choice involving intense social pressure for children who decide against the Pledge.

What are political choices? Political choices are among the hardest and most complex choices individuals must make. This is because political choices center on the twin concerns of how best to allocate power and justice in society. In other words, political choices must decide the questions: who get what (the power question) and why or on what basis (the justice question)?

How are political choices made? All choices are made by rules; however, making political choices by accepted rules (i.e., rules involving prior *consent*) is especially important because so many are involved in so much.

Election Day can provide an ideal opportunity for organizing an activity around this theme. Every presidential election year, schools can participate in a national program in which students cast their vote for the president of the United States. Participation in this program was heightened in the presidential election of 1988, commemorating the bicentennial anniversary of the first federal elections.

Voting is the single most important activity of citizenship in which our children will become involved. Classes do not have to wait for a presidential election year to participate in a voting project. Each year, there are candidates on the ballot.

In addition, classes can participate in voting on issues as well as candidates. **Critical Choices Elementary Style** provides students with an exciting opportunity to debate and decide hard choices involving their own rights and responsibilities. This project can be tied to Election Day or to Bill of Rights Day on December 15.

Professor Gallagher presents works of children's literature selected to help students understand the experience of those who wrote the United States Constitution. Her activities involve students in making choices and compromises as well as role playing key historical figures in drafting the document. She reviews Jean Fritz's ***Shh! We're Writing the Constitution*** and Elizabeth Levy's ***If You Were There When They Signed the Constitution.***

Specific skills and understanding may vary depending upon the particular activity selected. However, as with the other themes in this book, the teacher will find skills from all three major skill groupings – of information management, self-management, and participation – set out in the goals of the New York State Social Studies Program. Whatever activity is selected, students should learn that making choices responsibly is at the very heart of good citizenship. In particular, students should learn that making choices requires: following accepted rules, gathering and utilizing information, presenting and listening to opinions, deciding when (and when not) to compromise, participating in collective decision-making, accepting majority decisions, respecting minority rights, recognizing that choices produce changes and risks, and learning by experience how to anticipate the consequences of choices made.

III. E. Pluribus Unum

The first two themes have a *political* content, to use the language of the New York State Syllabus. By contrast, the content of the third them is *social* in nature. *E pluribus unum* translates to "unity through diversity" – a powerful theme for the nation and one of its most culturally diverse states, New York.

The core concept of this theme is **culture.** This concept is easy to define, for it simply means our "second nature"; that is, all those acquired perceptions, preferences, and expectations which organize the way we see the world around us. Though easy to define, *culture* is difficult to discover in ourselves and others. In many respects, this is the essence of the *self-management* skills and concepts of *identity* and *empathy* emphasized in the New York State Syllabus.

E pluribus unum contains two important messages. First, the strength of the American system as a multi-cultural society can be found not only in the diversity of our cultures, but also in their unifying commitment to shared values. Second, students must learn how to work with others to achieve those values. (See Theme IV for a discussion of those values.)

The anniversary of ***Dr. Martin Luther King, Jr.'s, birthday,*** affords an excellent opportunity for introducing or culminating the activities under this theme. In fact, what better way to commemorate the contributions of Dr. King than by considering his life and thought in terms of this theme of American citizenship? The New York State Bicentennial Commission has published the "King Cantata" to commemorate Dr. King's contributions to the American constitutional experience. Containing seven musical selections, each with an introductory narration, the piano-vocal score can be obtained from Council for Citizenship Education, Russell Sage College, Troy, NY 12180. Band parts are also available.

Columbus Day can provide another useful event around which activities can be organized. Subthemes of immigration and ethnicity can be used to organize a school parade commemorating Columbus Day. Teachers might also focus on the quincentennial (500th) anniversary of Columbus's discovery of the New World in 1492.

Teachers can choose from a rich collection of artwork to enliven this theme. From the world of literature, Professor Arlene Gallagher has selected activities for ***Molly's Pilgrim*** by Barbara Cohen, ***The Island of the Skog*** by Steven Kellog, and ***Swimmy*** by Leo Lionni. ***Molly's Cantata*** provides an excellent supplementary project for the theme of cooperation and helping others. Included in this publication is the libretto to the cantata. Students can recite this libretto, develop their own music or cantata, or write to the Principal's Office, Glenmont Elementary School, Rte. 9W, Glenmont, NY 12207, for the score to ***Molly's Cantata.***

The activities under this theme are designed to help students develop their interpersonal and inter-cultural skills. These skills are based on the understanding that individuals are best viewed as whole "persons" who have various roles and facets including family member, human body, consumer, and citizen. Though the last role is of particular importance in this program, it cannot be completely isolated from the other parts of the child's person.

The basic skills and understanding under this theme include learning: to identify oneself as a "person," understand others as "persons," respect cultural and other differences, tolerate and work with those differences, cooperate with others toward a common goal, and accept tasks as part of that cooperative effort. (Recall that under Theme II, students will have had some experience in setting common goals and learning how to cooperate with others in that process of decision making.)

IV. Freedom, Fairness and Equality

"With liberty and justice for all" is one of those magical and poetic phrases which students may repeat hundreds of times without ever understanding its full meaning. This phrase has become virtually an American credo because it contains the three fundamental principles on which our system is founded. In New York State, it has special significance. The two women supporters appearing on the flag and arms of New York State are "Liberty," who holds a liberty cap and kicks aside the royal crown, and "Justice" with her sword and scales.

The content of this theme is *constitutional.* Although this is not included in the New York State Syllabus, the constitutional system is partly political and party legal.

The core concept of this theme is **civic values.** Students need to understand that Americans are a people who may come from many different cultures but share a commitment to one common set of civic values. Those values are liberty (freedom), justice (fairness), and equality. This is an excellent way to begin concluding this program, because this concept can be linked back to the other themes of this book. It is precisely this commitment to shared values which lends meaning to the Pledge of Allegiance, holds our republic together, forms our national character, and allows its many subcultures to flourish.

"Liberty" stands for the concept and value of *freedom*, and freedom refers to those most basic rights of democratic society. The U.S. Constitution grants freedom in several basic forms: First are the freedoms of expression provided

in the First Amendment. There is also freedom from governmental abuse and unfair treatment provided in the due process clause and elsewhere in the Bill of Rights. The third form of freedom includes the political rights to vote and hold public office. Except for the political freedoms of voting and officeholding, all of the freedoms contained in our Constitution are available not only to citizens but to all "persons" in the American system.

"Justice" is the end of all governments, and it centers on the concept and value of *fairness.* This means that when governments make decisions, they are expected to make those decisions fairly. In the American constitutional system, fairness carries the expectation that decisions will be made in a nonarbitrary and nondiscriminatory way, in accord with due process of law and other accepted rules of decision making, and without regard to race, creed, gender, or national origin.

The words "for all" stand for the concept and value of *equality* which is the basic condition of democratic society. In the American constitutional system, it is now understood that all persons are guaranteed, at minimum, equal protection of the laws and equal access to the rights provided by those laws.

Law Day, commemorated each year on May 1, can provide an excellent opportunity for introducing or concluding this theme. As the name suggests, Law Day focuses attention on the *constitutionalism* – the belief that we are a nation of laws and governed by the rule of law. The American Bar Association and the New York State Bar Association have prepared a variety of materials, including guides to suggested activities, specifically directed toward the commemoration of Law Day. For more information contact: Dr. Eric Mondschein, Law, Youth and Citizenship Program, One Elk Street, Albany, NY 12207. Additionally, local bar associations and the courts can be involved in Law Day activities.

This theme is developed in a variety of classroom activities and books. The works selected include ***Doctor DeSoto*** by William W. Steig, ***Bless the Beasts and the Children*** by Glendon Swarthout, and ***Anthony Burns: The Defeat and Triumph of a Fugitive Slave*** by Virginia Hamilton.

The skills and understanding to be derived from this theme are important. Students should begin to learn their basic rights, accept the idea that rights carry responsibilities, respect the rights of others, and understand the elements of fairness and equality.

Flag Day, commemorated each year on June 14, provides an ideal opportunity to conclude the entire four-theme program. This event can draw attention back to projects in Theme I on the flag as a symbol for the republic. Classes can also draw on the wealth of activities developed by Rick Miller in his supplementary project, "Fundamentals of Freedom." The thirteen stripes and fifty stars of the American flag remind us that our republic is a federal republic composed of fifty states which include the thirteen original states. The white and red of its stripes suggest liberty and valor, while the blue field of stars may stand for justice.

"This flag," said President Woodrow Wilson, "which we honor and under which we serve, is the emblem of our unity, our power, our thought and purpose as a nation. It has no other character than that which we give it from generation to generation. The choices are ours."

Children's Literature and the Constitution

Arlene F. Gallagher

THEME I: SHARING RIGHTS AND RESPONSIBILITIES

OVERVIEW

Consent of the governed, a precept that underlies our constitutional democracy, is demonstrated through rituals such as saluting the American flag. The literature selected for this theme specifically deals with the flag as a symbol to encourage children to think about pledging loyalty and participating with others in governance activities. In this way students can engage in activities that allow them to practice self-governance and foster a sense of community.

The books center on either the flag or the pledge of allegiance. One of the goals of the activities is to have students realize that pledging allegiance is voluntary, that allegiance cannot be demanded. This principle is quite compatible with a system of government that is based upon voluntary compliance; most people comply voluntarily with rules. If they did not do so, our system of governance would not work.

Concepts

☆ allegiance ☆ responsibility ☆ voluntary compliance

Understandings

☆ A pledge is a way of promising loyalty to a person, an idea, a country, or a way of doing things.
☆ Citizens have rights and responsibilities to each other and to the community.
☆ Responsible citizens have an obligation to disagree if the government does not act in a way that is best for the people.
☆ Protesting in nonviolent ways is acting responsibly.
☆ Laws reflect the values of a society.
☆ Rules define how the American flag is to be treated.

Key Skills

☆ Brainstorming alternatives ☆ Consensus decision making
☆ Critical thinking ☆ Perspective Taking

PRIMARY ACTIVITIES

We the People: The Constitution of the United States. Peter Spier. New York: Doubleday, 1973.

This large picture book contains many illustrations including over fifty scenes of the American flag in a variety of settings. Each page has one phrase of the Preamble to the United States Constitution with numerous illustrations. For example, there are sixteen different scenes to portray the meaning of "insure domestic tranquility," forty to depict "promote the general Welfare," and forty-five to symbolize "secure the Blessings of Liberty." A historical overview, maps, and the full text of the Constitution make this an excellent resource for students and teachers.

Activity: Picture Analysis

Read the book to students; show the illustrations and ask them to find the fifty American flags. Have them classify the scenes according to the following categories:

- ☆ scenes with flags outside
- ☆ scenes with flags inside buildings
- ☆ scenes with flags on land
- ☆ scenes with flags on the water

Use the following discussion questions:

- ☆ Why is the flag displayed in certain places?
- ☆ Why is the flag displayed on certain holidays?
- ☆ Why is the flag displayed at certain ceremonies?

Ask students what "We the people" means. Show the forty-nine illustrations that Spier has used to depict the broad base of this concept. Have the class create categories for the illustrations such as:

- ☆ People at home
- ☆ People at work
- ☆ People on vacation
- ☆ People acting as citizens
- ☆ Pictures of long ago
- ☆ Pictures of today
- ☆ Pictures of family
- ☆ Pictures set in the country
- ☆ Pictures set in the city
- ☆ Other ideas

Sort the pictures according to these categories and brainstorm other possible pictures.

Activity: Captions and Titles

Discuss how a caption for an illustration is like a title for a book or for a chapter in a book. Have the class suggest captions for the scenes with American flags displayed. Create a bulletin board with their captions and encourage the class to bring in photographs or pictures of flags from magazines. Have students select different illustrations from Spier's book and write a description. Post the descriptions of the bulletin board and have a contest to match descriptions with illustrations.

Find illustrations of people either in groups or doing something together. Use the following questions to bring out the concepts of consent, rights, and responsibilities.

Do the people have to be where they are or did they have a choice?

- ☆ Who has a responsibility in this illustration?
- ☆ Who has a right?
- ☆ Where do these rights and responsibilities come from?

Activity: Conducting a Survey

Natalie Babbitt's book, ***The Search for Delicious*** (New York: Farrar, Straus, Giroux, 1975), is a story in which a king is having a dictionary written and a definition for "delicious" is needed. A messenger is sent out into the land to find out the people's choice. Of course, people have different opinions for what is delicious. Teachers can use this idea to have students conduct surveys on the meaning of words in the Pledge of Allegiance.

Younger children can all work on one word from the Pledge, but older children could work in small groups of three to five, each with a different word to define. The following words should evoke different definitions from different people:

☆ ALLEGIANCE ☆ INDIVISIBLE ☆ LIBERTY ☆ JUSTICE

Students should write down what they think the word means. Have them conduct a survey asking people about the meaning. They can survey different classes, interview the principal, their parents, brothers, sisters, grandparents, etc. Have them write down the results of their survey and bring it to class. Groups or individual students can prepare short essays about the meaning of their words and post them on bulletin boards. The board could be titled: "The Search for Liberty and Justice."

INTERMEDIATE ACTIVITIES

The Children's Story. James Clavell. New York: Delacorte, 1963. Dell paperback, 1981.

The well-known author of adult books wrote this story when his daughter came home from first grade and repeated the Pledge of Allegiance without understanding what it meant. This fictional story is about a school where a new teacher takes over the minds and hearts of a group of children. Good citizenship in this story means loyalty and blind obedience to authority. The new teacher convinces the children that they should each have a piece of the flag. She proceeds to cut the flag into small pieces and distributes them to the children.

Activity: Responsibility and Respect

After reading this story explain to your class that there are laws about how the flag is to be used and treated. The flag is not to be used as a receptacle for receiving, holding, carrying or delivering anything. Nothing should be placed on the flag or attached to it. It should not have any mark, insignia, letter work, figure, design, picture or drawing placed upon it. Anyone who "knowingly casts contempt upon any flag of the United States by publicly mutilating, defacing, defiling, burning, or trampling upon it shall be fined not more than $1,000 or imprisoned for not more than one year, or both."

Title 18, U.S. Code, Chapter 33, Sec. 700.

Discuss the following questions:

- ☆ Did the teacher in this story break the law? Did she "publicly mutilate" the flag?
- ☆ Did the children break the law? Does it make a difference that the teacher cut up the flag and that the students only took the pieces?
- ☆ Who is responsible for what happened?
- ☆ What responsibility does a teacher have to students?
- ☆ How are a teacher's responsibilities determined?
- ☆ What responsibilities do students have in school?
- ☆ How are these responsibilities determined?

To have students think about how a patriotic symbol should be treated, have them brainstorm ideas about what should and should not be done with the American flag. After they have come up with a list of "Do's and Don'ts" ask them what should be done if a person breaks one of the rules.

Activity: Rewriting the Pledge

This writing activity focuses on symbols in general and on the flag as a particular symbol. List some common symbols that children have seen: money, stop signs, exit signs. Ask them to explain what each of these symbols means. Introduce a little humor by asking students if they ever salute a stop sign. When they say "no" ask why not. Point to the classroom flag and ask students if they know what this symbol means. Have the class recite the Pledge of Allegiance and then either individually or as a group rewrite the Pledge in their own words. Students can also illustrate their new pledge with drawings to create a bulletin board.

Activity: The Right NOT to Salute

Use the following questions to conduct a discussion about saluting the flag.

☆ Should everyone have to salute the flag?

☆ If someone refuses to salute the flag is this breaking the law?

Read the following paragraphs to your students.

The United States fought in World War II from 1941 to 1945. Many Americans thought it was especially important to show loyalty to the country in wartime. In West Virginia, the state ordered teachers to salute the flag every day and to say the Pledge of Allegiance. Students who refused were sent home and were not allowed to return to school until they agreed to obey the order.

A religious group called the Jehovah's Witnesses objected. They asked to have their children excused from the flag ceremony. They said it was against their beliefs because the law of God was higher than the laws of any government. They believed that God's law forbade the worship of any man-made thing or sign. This is why they believed it was wrong to pledge allegiance to a flag. Instead, the Jehovah's Witnesses offered to say a pledge of allegiance to God and to "respect" the United States flag.

The school officials in West Virginia refused to accept this offer. They sent the children home from school. The officials warned that the parents would be arrested. They also said that the children would be sent to reform school.

The Jehovah's Witnesses brought their case to court. They said they had been denied their freedom of religion. They added that the order to recite the pledge also denied their freedom of speech. This case eventually came before the United States Supreme Court. (The description of *West Virginia* v. *Barnette* was adapted from *Law In A New Land*. Robert H. Ratcliffe, Editor. Boston: Houghton Mifflin and Company, 1972.)

Activity: Writing an Opinion

Tell your students to imagine that they are justices on the United States Supreme Court. Have the class brainstorm arguments for each side: the Jehovah's Witnesses and the State of West Virginia. Ask them to write what they think should be done in this case. Be sure not to disclose the Court's opinion until they have discussed the case thoroughly. Tell students that the Supreme Court justices do not always agree. After students have discussed the case you can give them the following information. This case was *West Virginia* v. *Barnette* (1943). The Court held that compelling a flag salute by public school children whose religious scruples forbade it violated the First Amendment of the United States Constitution.

Activity: The American Flag and the First Amendment

During 1989 there was a great deal of debate in editorial pages about the treatment of the American flag. This debate was generated largely because a case about the burning of the flag was being heard by the Supreme Court of the United States. Read the following description of the case and before telling them the decision of the Supreme Court have them discuss what decision they would make. This was a five to four decision which indicates that the justices were not "of one mind" on this issue. There are many points that can be raised for debate. *Texas* v. *Gregory Lee Johnson.*

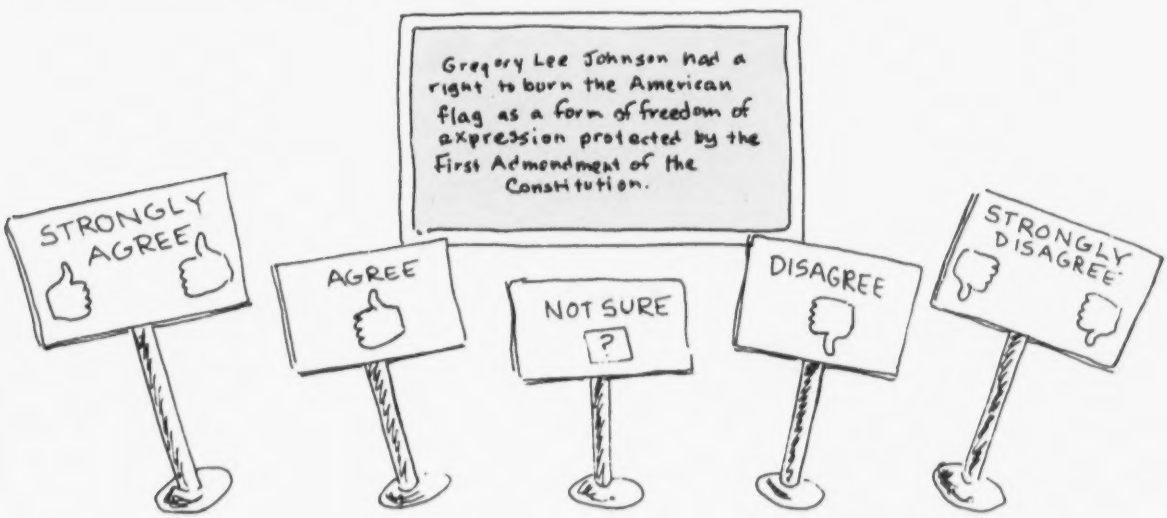
Background: During the Republican National Convention in Dallas in 1984, Gregory Lee Johnson participated in a political demonstration to dramatize the consequences of nuclear war. Although others spray-painted the walls of buildings and overturned potted plants, Johnson did not. He did accept an American flag handed to him by another protester. In front of the Dallas City Hall, he unfurled the flag, doused it with kerosene, and set it on fire. While the flag burned, the protesters chanted, "America, the red, white, and blue, we spit on you." A witness later collected the flag's remains and buried them in his backyard. No one was injured or threatened with injury but several witnesses testified that they were seriously offended by the flag burning.

There were about 100 demonstrators, but Johnson was the only one charged with a crime. The criminal offense was the desecration of a venerated object which violated Texas Penal Code. He was tried, convicted, and sentenced to one year in prison and fined $2,000. This decision was affirmed by the Court of Appeals of the Fifth District of Texas at Dallas but the Texas Court of Criminal Appeals reversed, holding that the state could not punish Johnson for burning the flag in these circumstances because it was inconsistent with the First Amendment. The Court referred to *West Virginia Board of Education* v. *Barnette* decision of 1943. The court explained, "a government cannot mandate by fiat a feeling of unity in its citizens."

Discussion: Voting with Your Feet

Post signs in different parts of the room with the following words on them: STRONGLY AGREE, AGREE, NOT SURE, DISAGREE, STRONGLY DISAGREE. Write the following statement on the board: "Gregory Lee Johnson had a right to burn the American flag as a form of freedom of expression protected by the First Amendment of the Constitution."

Have students decide which position posted in the room is the one with which they most agree and have them stand near that sign. Have students at each position talk briefly to each other to see whether they agree. Ask students from each position to explain their reasons and encourage other students to change their positions if they are convinced by these reasons. Continue the discussion until it seems that no one has a new point to make. Have students sit down. Before reading the decision explain that all of the justices of the Supreme Court do not necessarily agree.


Gregory Lee Johnson had a right to burn the American flag as a form of freedom of expression protected by the First Admendment of the Constitution.
STRONGLY AGREE
AGREE
NOT SURE
?
DISAGREE
STRONGLY DISAGREE

The Decision: The Supreme Court granted *certiorari* (or review), heard arguments on this case, and affirmed the decision. Justice William J. Brennan, Jr. delivered the opinion of the Court, stating that a bedrock principle of the First Amendment is that the government may not prohibit the expression of an idea simply because society finds that idea offensive or disagreeable. Furthermore, this is not dependent on the particular mode in which one chooses to express an idea. The five to four decision by the Supreme Court was made in 1989.

Activity: Flag Day Celebration

June 14th is Flag Day. One way to celebrate this day is to have students review the symbolic meaning of the flag. Assign students to research the following questions:

- ☆ What is the meaning and importance of the stripes on the flag?
- ☆ What is the meaning and importance of the stars?
- ☆ How has the flag changed over the years?
- ☆ What is the proper way to salute the flag? Has this changed?

Read the following information about the Pledge of Allegiance to your students and use the questions for discussion.

The Origin of The Pledge of Allegiance

In 1888 James B. Upham wrote a rough draft of the pledge. Later, Francis Bellamy, chairman of a committee for a national school program to celebrate the 400th anniversary of the discovery of America (October 12, 1892), helped put it into its final form. Congress officially approved the Pledge on June 22, 1942. It was officially amended to read "one nation under God" by a joint resolution of Congress approved by President Dwight D. Eisenhower, June 14, 1954. June 14th is Flag Day in this country.

- ☆ Why do students in school pledge their allegiance?
- ☆ Should the Pledge be voluntary or compulsory?

Other Related Titles

The Star-Spangled Banner by Peter Spier. New York: Doubleday, 1973.

A picture book for all ages, this title includes many illustrations for the words of the "Star-Spangled Banner," a detailed history of its origin, and a collection of flags of the American Revolution and the United States of America.

Did You Carry the Flag Today, Charley by Rebecca Caudill. New York: Holt, 1966.

A small child's first experiences at school are told from his point of view. Charley eventually earns the privilege of carrying the flag.

The Fragile Flag. By Jane Langton. New York: Harper, 1984.

A nine-year-old girl leads a march of children from Massachusetts to Washington, D.C., to protest against the president's policy about a new missile which is capable of destroying the earth.

THEME II: MAKING CHOICES BY THE RULES

OVERVIEW

A republic is a form of government in which power belongs to the citizens. Along with power goes responsibility and this means that citizens must work together to make decisions about how they will be governed. They have to decide how much power to give to the government and how much power to keep. These decisions involve making choices, but because many people have different interests and concerns, it often means making compromises. The books in this section were selected to help students understand the experience of those who wrote the United States Constitution. The activities have students making choices and surveying others about their choices. Students are also engaged in making compromises and role playing key historical figures who drafted the document.

Concepts

☆ choice ☆ rules ☆ majority ☆ minority ☆ compromise

Understandings

☆ Citizens make choices from among alternatives.
☆ Decisions may be made by majority rule but minority rights must be considered.
☆ Citizens participate by making choices and by following rules.
☆ Citizens gather information before making choices.
☆ Choices produce changes and risks.

Key Skills

☆ Gathering information
☆ Anticipating consequences
☆ Brainstorming alternatives
☆ Applying rules
☆ Presenting and hearing opinions
☆ Participating in group decisions

PRIMARY ACTIVITIES

Shh! We're Writing the Constitution by Jean Fritz. Pictures by Tomie dePaola. New York: G.P. Putnam's Sons, 1987.

When delegates at the Constitutional Convention in Philadelphia gathered in the summer of 1781 to draw up a plan for a new form of government, it was against a background of confusion and much disagreement about what should be done. Many Americans were happy to be free of England's control, but the states had grown accustomed to their *sovereignty* (independent political power) and a number of them wanted to keep it that way. The author recreates the conflicts and compromises, enhancing the text with interesting anecdotes about the delegates. The full text of the Constitution is included.

The Convention was a time for discussing and making choices about important ideas of governance. It was a time when all interests had to be considered, and compromise was an important strategy for resolving differences.

Activity: Resolving Differences Through Compromise

This activity can be done first with the entire class and then by individuals working independently on different problems.

Compromise is not easy. It is especially difficult when you find that you have to give up something that you want. Have students choose one of the following conflicts and write a compromise that will be acceptable to both or all sides of the disagreement.

Two boys are friends and always spend Saturdays together. On this particular Saturday, one wants to play softball but the other wants to go fishing.

Two friends work side-by-side at check-out counters at a grocery store. Neither one likes to handle the "express" line because it means packing the groceries in addition to ringing up the sales.

Activity: Designing a Playground

This is a group writing activity in which students prepare a written proposal for a playground design. Explain to them that the proposals will be judged by an objective panel and that they will not have a chance to speak to members of the panel. Therefore it is very important that the written proposals be detailed and convincing. Encourage students to include drawings of their design. An aerial-view blueprint would be especially helpful to the panel.

Tell the class to imagine that a group of young people the same age as they are have been given a one-acre plot of land. Select a familiar space to use as a comparison so that the students can visualize the size of one acre. Explain that the boys and girls who have been given this land have decided that they want a playground but they cannot agree on how to use it. Some students want it to be divided up into playing fields for soccer, baseball, football, and so forth. They argue that this way everyone can enjoy the playground by playing a sport and that sports are good for everyone.

Other boys and girls want the acre to be divided up so that each person has an equal portion. They argue that this would be the fairest way to decide because if some students want to join their individual plots together to make playing fields they can do so, but that each person will make his or her own decision.

Have students work in small groups to try to come up with a plan that would be acceptable to all who have been given the land. Remind them that the proposal will be judged on its attention to the needs of all of the people involved. Instruct the groups to brainstorm ideas first and then to write a proposal that considers all of the points of view and might be acceptable to everyone. Have the proposals judged by an independent panel, one that does not have a vested interest in the hypothetical playground. This panel could be made up of parents, other teachers, or students from another class. Have the class decide the fairest way to select the panel.

INTERMEDIATE ACTIVITIES

If You Were There When They Signed the Constitution. Elizabeth Levy. Illustrated by Richard Rosenblum. New York: Scholastic, 1987.

This book is an excellent introduction to the Constitution for intermediate-grade students. The simple text deals with the Declaration of Independence, the Articles of Confederation, and the work of the Constitutional Convention.

Activity: Journal Writing and Cooperative Groups

Some books are written from journals and diaries that were kept by people living during a particular time. Before reading this book to the class assign one of the following individuals to each student:

- ☆ Benjamin Franklin
- ☆ George Washington
- ☆ James Madison
- ☆ Alexander Hamilton
- ☆ Innkeeper of the Indian Queen Inn where many delegates stayed.

Explain that all of these men were in Philadelphia and that the innkeeper will describe the times and what it was like having so many distinguished guests. It is unlikely that he knew much about what actually happened at the Convention because the men were sworn to secrecy.

Tell students that they will all be writing three journal entries: one when the person arrived, one while he was attending the Convention, and one after he left the Convention. The landlord may choose three different times throughout the Convention. Focus each of these entries on the conflicts that were going on during the Convention.

Have students meet in groups to research and share new information. The Franklins will meet together, the Washingtons will meet together, as will the Madisons, and the Hamiltons, and the innkeepers. Have them develop questions and find answers for information such as birthplace, age, education, family, political beliefs, habits, or hobbies. It is important that students keep a record of their sources of information.

Rearrange students in groups with one of each character present and read the book. They should take some notes as you are reading as if they really were the character they are portraying. They may take some minor "poetic license" as they write but must not change the story in any significant way. They should supply sources they used for research on their character.

Activity: Two Important Rules

The delegates agreed upon two very important procedural rules for the sessions at the Federal Convention. First, they agreed to keep everything secret. Second, they agreed that delegates could change their minds, even after a vote had been taken.

Have students imagine that they are delegates to the Convention and that there is a debate about these two rules. Choose one of the rules and assign half of the students to support it and half to oppose it. Each side should write a statement that supports their position. Then have students meet in pairs – one for the rule and one against – to convince each other of the validity of their argument. This activity could be extended to a debate in which the best arguments for each position would be presented to another group of students who would determine which side was most convincing.

Other Related Titles

The King, the Mice and the Cheese by Nancy and Eric Gurney. New York: Random House Beginner Books, 1965.

A king who likes to eat cheese wants to get rid of the mice in his kingdom, but getting rid of one problem creates another. He learns that choices are not made in isolation, and that everything we do has consequences which are sometimes difficult to anticipate.

Mrs. Frisby and the Rats of NIMH by Robert O'Brien. Illustrated by Zena Bernstein. New York: Atheneum, 1972.

A group of rats used as subjects at the National Institute of Mental Health learn to read, calculate, and become generally superior to the humans that they must outwit in order to escape. They become socially conscious, have rules and ethics by which members of their group must abide, and are determined to change the stereotype of rats as dirty, thieving creatures.

THEME III: E PLURIBUS UNUM

OVERVIEW

E pluribus unum ("out of many, one") is one of the most important ideas embedded in our Constitution. It expresses the idea of pluralism, or unity through diversity, and describes a process in which many can accomplish what no one could accomplish alone. The first story, *Swimmy*, shows how creatures working together can cooperate to save themselves. In *Molly's Pilgrim*, the reader experiences the all-too-familiar pain of being shunned for being different. This story deals with freedom of religion and what it means to be a modern-day Pilgrim. This is an excellent Thanksgiving story about a child who is excluded and ridiculed by her classmates because she is the child of a Russian immigrant. Eventually, they all learn that it takes all kinds of pilgrims to make a Thanksgiving and that people came to America in different times but often searching for the same thing, namely freedom.

The writing activities focus on the literary elements of plot and character, two very important ingredients to any writer. Children are asked to create their own metaphors for *E Pluribus Unum* by developing a plot for a story that develops the same theme as *Swimmy*. For older children, the activity requires them to become one of the campers through journal writing.

Concepts

- ☆ cooperation
- ☆ cultural similarities and differences
- ☆ synergy
- ☆ religious freedom
- ☆ fairness

Understandings

- ☆ Each individual can contribute to society in different ways.
- ☆ The whole may be greater than the sum of the parts. Citizens express this through their sense of community.
- ☆ In a constitutional democracy, citizens need to tolerate and work with diversity.

Skills

- ☆ To be able to cooperate with others and perform tasks to reach a goal.
- ☆ "Brainwriting" as brainstorming.

PRIMARY ACTIVITIES

Swimmy. Leo Lionni. New York: Pantheon Books of Random House, 1963. Published as A Pinwheel Paperback, 1973.

This simple yet poignant picture book is a metaphor for the idea that individuals can work together to create something that none of them can do alone. It is the story of a tiny fish who was different from all of the other red fish in his school. Swimmy was as black as a mussel shell and a very fast swimmer. One day, a giant tuna swallowed all of the red fish in one huge gulp. Swimmy got away. When he met another school of red fish who were cowering in the shadow of the rocks and weeds hiding from the big fish, Swimmy says: "But you can't just lie there. We must THINK of something." And Swimmy does. He teaches all of the red fish to swim in the formation of a giant fish and black Swimmy is the eye.

Activity: Overcoming Great Odds

The story of Swimmy can serve as a model for story writing. After reading it to the class identify the key elements of character and setting.

The characters are:

- ☆ the giant tuna who is a threat to the smaller fish
- ☆ Swimmy, a small black fish
- ☆ the other small red fish
- ☆ the other creatures in the sea

The setting is the ocean.

Briefly review the plot. Working with the elements of character and setting have students brainstorm a list of characters and of places. Encourage them to think of unusual characters and places. Use the following list to get them started if they seem to be stuck on fish in the ocean. Students can write the story as a class, in small groups, or independently.

Characters and Things that Threaten Them

- ☆ Flies threatened by spiders.
- ☆ Mice threatened by cats.
- ☆ First graders threatened by a fourth-grade bully.
- ☆ Ants threatened by an anteater.
- ☆ Chickens threatened by a chicken hawk.

Discuss the way that Swimmy was able to use many fish to protect all of the fish from the predator. Encourage students to think of ways that a group of spiders, ants, mice, first graders, or chickens could use their wits and numbers to protect themselves from any enemy. Students may come up with some violent suggestions, and this is to be expected. However, explain that to be an acceptable solution it cannot do violence to the enemy. It has to be a solution that does not harm other characters.

Activity: Putting the Pieces Together

This activity engages students in cooperative writing. It can be done with a whole class or in small groups of children. After reading or telling the story about Swimmy explain to students that the class as a whole is going to create something that none of them could do alone.

In brainstorming, everyone has an opportunity to make suggestions without having them judged. "Brainwriting" is the same technique, except that it is done by writing. Start by suggesting some opening sentences that focus on the idea of working together in groups. For example:

- ☆ The Rodriguez family wanted to have a birthday party for the eldest member. Everyone wanted to help. There were eight people in the family. They were...
- ☆ Five children who lived on the same street decided they wanted to do something one summer to make some money. Each of them had different ideas about what they should do, but they wanted to work together on one idea. Some of their ideas were...

This writing activity will improve with practice. Save the class stories for several months so that students can compare the new ones with the old ones.

INTERMEDIATE ACTIVITIES

Activity: Puzzles and Writing

This writing activity requires some preparation. Find a large poster or a picture that can be cut up. Use any large picture for the activity. Old calendars are good sources for pictures. Many of Norman Rockwell's illustrations work well because they have themes about freedom and justice or show ordinary people in everyday activity. Turn the picture over and draw lines to make a puzzle dividing up the picture into as many pieces as you have students in your class. Cut the picture into the puzzle pieces.

Before distributing the puzzle pieces tell the following story about perspective to your students. This is a condensation of a well-known folk tale about five blind men and an elephant.

Five blind men are taken to "see" an elephant with their hands, but they all disagree about the elephant's appearance. The first one to touch the elephant feels its leg and claims that an elephant is like a tree. The second blind man feels the elephant's side and says that the elephant is like a wall. The third man feels the trunk and claims the elephant is like a hose. The fourth feels the elephant's tail and says the elephant is like a brush. The fifth feels the elephant's ear and says the elephant is like a fan. None of them are wrong, but none of them is right. Each has a different perspective and a limited amount of information.

Distribute the pieces of the puzzle to your students, explaining that each person is to write a description about their puzzle piece. Then, each student should predict what the rest of the picture will look like. When they have finished writing have each student show his or her puzzle piece and read his or her description to the class. Next have students create the puzzle by putting the pieces together. Discuss the differences between the descriptions and the actual picture.

This activity can also be done in small groups with each group assigned a different picture puzzle.

Other Related Titles

The Island of the Skog. Story and Pictures by Steven Kellog. New York: Dial Books for Young Readers, 1973.

A group of mice sail away looking for a place free of cats and other dangers to mice. When they land on an island and discover it to be inhabited by a Skog they set a trap and are delighted when they succeed.

Redwall by Brian Jacques. New York: Philomel, 1986.

A group of mice living a peaceful life at Redwall Abbey defend themselves against the bloodthirsty rats led by Cluny the Scourge. This world of creatures includes subcultures of values, ways of living together, and rules of governance.

THEME IV: LIBERTY AND JUSTICE FOR ALL

OVERVIEW

Archaeologists study objects made by members of a culture to discover what its members valued and how they expressed themselves. In American culture, money is something familiar and of value. However, we also inscribe on our money other things we value. "LIBERTY" joins the third theme "E PLURIBUS UNUM" and "IN GOD WE TRUST" on our quarter, dime, nickel, and penny. How might an archaeologist interpret this? The literature selections and the activities in this section should get students to uncover the meaning of "liberty and justice" in the way archaeologists uncover the meaning of artifacts. Both readings deal with how people treat others.

The first story engages children in discussions about equality and empathy. In *Doctor DeSoto*, a mouse dentist has to decide whether to help a fox in terrible pain but must put himself at risk to do so. In *Bless the Beasts and the Children*, cooperative effort again is the means to survival but this time the concern is not for the self but for others. The irony in this book is that this concern is shown by a group of misfit campers who have been rejected by their peers. In acting out against what these campers consider cruel treatment of animals they each develop a common bond and a sense of commitment to a goal which results in feelings of self worth for all of them.

Concepts

☆ empathy ☆ equality ☆ justice ☆ prejudice

Understandings

☆ Rights do not exist without responsibilities.
☆ Citizenship is based on shared principles.
☆ Citizens should respect the rights of others.
☆ Citizens have a responsibility to work to assure justice for everyone.
☆ People who look or behave different from the norm in a community have the same rights and responsibilities as others.

Key Skills

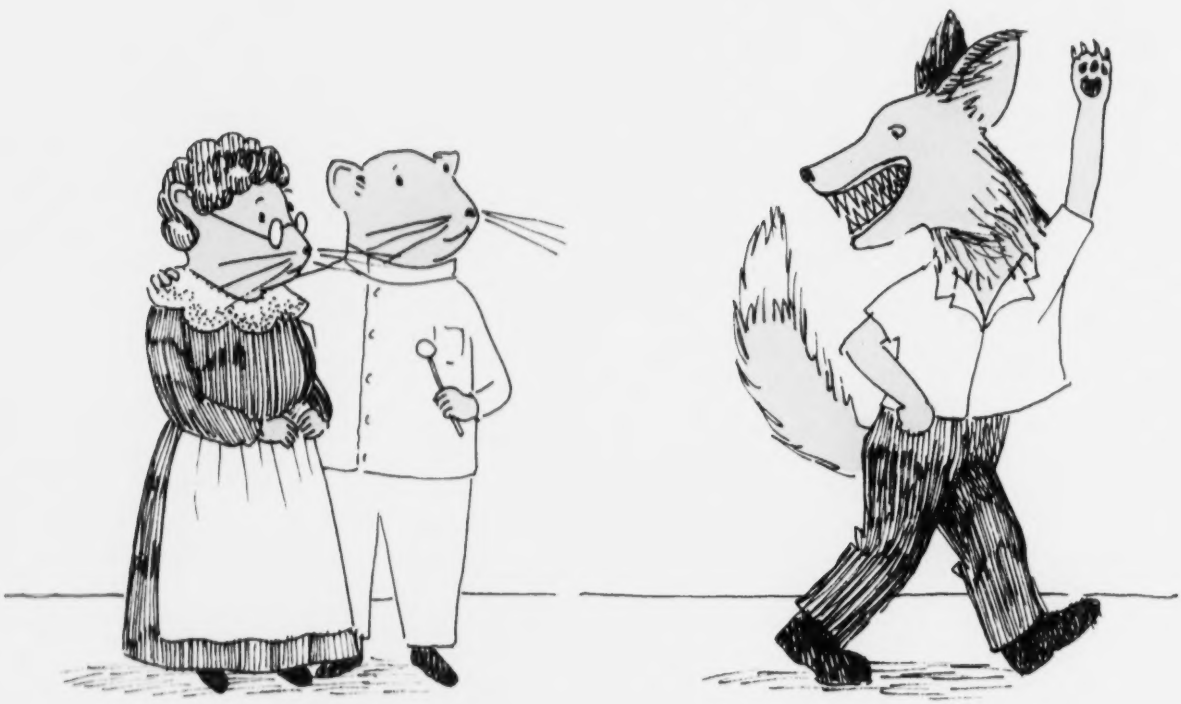
☆ Developing a different perspective or point of view.
☆ Expressing creative thinking skills by writing.
☆ Gathering relevant information.

PRIMARY ACTIVITIES

Doctor Desoto. William Steig. New York: Farrar, Straus and Giroux, 1982. Scholastic Paperback.

This is the story of a mouse dentist who has to decide whether or not his rule against not treating animals dangerous to mice is fair. When a fox in great pain with a rotten bicuspid shows up at DeSoto's door, the dentist confronts a moral dilemma. He is committed to relieving pain but has to decide whether he should give aid to someone who may harm him and creatures of his kind. At his wife's urging, Doctor Desoto decides to help the fox. After removing the bad tooth, Desoto tells the fox to go home and come back the next day to get his new gold tooth. On the way home, the fox thinks about eating the Desotos for lunch after he gets his new tooth.

The next day, Doctor Desoto sets the new tooth and then tricks the fox with a new pain-prevention formula. The fox has to have the new formula painted on his teeth. When he closes his mouth, he realizes that his teeth are glued together. Doctor Desoto explains to the fox that he won't be able to open his mouth for a day or two while the secret formula permeates the dentine. This protects Doctor and Mrs. Desoto. In many ways this picture book for young children has significant political and moral overtones raising questions about obligations to help those who may use that help to do harm.



Activity: Stop-Action Discussion

Read the story as far as the part where the fox goes home and the Desotos have to decide whether or not to let the fox return the next day. Ask students if they think the Desotos should continue helping the fox, now that they know the fox's intentions. Brainstorm a list of "pros" and "cons" on the chalkboard. Have students write their decisions for and against helping the fox.

Activity: Letter Writing as Literature

Letter writing is not as popular as it once was. Some people today still write letters frequently but most of us use the telephone to communicate with family, friends, and business associates. This activity is designed to have students practice letter writing from different points of view. Divide your class into groups of three before you assign this writing activity. Have them decide which of the following points of view to take: Dr. DeSoto, Mrs. DeSoto, or the Fox. Tell them to imagine that they are that particular character when they write their letters.

THE FOX. Write a letter to your brother complaining about what Doctor DeSoto did to you at the end of the story. You believe it was unfair and deceitful.

MRS. DESOTO. Write a letter to your sister telling her about what happened with the fox. Your husband has said that he will never help another fox, but you think it is your responsibility to help creatures that are suffering. You write to your sister asking her advice about what to do if another fox shows up asking for help.

DOCTOR DESOTO. Write a "Letter to the Editor" of your local newspaper warning all mice about the dangerous fox that is on the loose with a brand new gold tooth. You know that this fox is dangerous and you feel somewhat responsible for helping him.

Answering the Letters

Have students exchange papers in their groups and write answers to the letters from the recipient's point of view. After all of the letters have been completed, some of them can be read aloud or posted on a bulletin board. Students can guess which responses go with which letters.

Bless the Beasts and Children. Glendon Swarthout. New York: Doubleday, 1970.

A camp for misfits is the setting for this powerful story of courage and leadership. The misfits at Box Canyon Boys Camp are children whose parents don't care about them. Under the leadership of Cotton, six boys make a desperate effort to save the cruelly treated buffalo that are penned up for target practice. In doing so, the boys are trying to save the one thing they have left: their self-respect. Together they accomplish what no one of them could have done alone.

Activity: Cooperative Journal Writing

This is an especially good book to use for cooperative journal writing. Organize the class into groups of six. Distribute six blank notebooks to each group with the name of one of the six characters on each cover. The students should write a journal entry from that character's point of view each time you read a chapter. After each chapter, the groups should rotate the journals. This means that the new writers have to read whatever has been written previously so that the new entry will be consistent with the former. There are twenty chapters, so each student will have several opportunities to write from different points of view. The book does not have to be read aloud nor does the entire class have to read it. It could be assigned for independent reading or it could be assigned to one group of students. However, it is important to rotate the journals so that no one student "becomes the character in the book." That would narrow the student's perspective rather than broaden it.

Students can make the journal relate directly to the theme of this section by following the suggested writing assignments below:

- ☆ Have your character make a list of wishes about the camp community.
- ☆ Have your character write about his first memory of people working together.
- ☆ Have your character write about someone he admires because of his fairness.
- ☆ Write about his happiest or saddest time.
- ☆ Write what your character would do with complete freedom.
- ☆ At the end of a chapter write what this character expects will happen next.

The Characters

Cotton, their group leader. Mother married three times, divorced three times.

Goodenow, gripped by a phobic reaction to school. Father died when he was four, mother remarried when he was twelve, sent to a school for emotionally disturbed children.

Teft, tall and thin, fourteen years old, believes all authority is tyranny.

Shecker, overweight son of a famous comic who arrives at camp in a limousine.

Lally 1 and **Lally 2,** brothers who compete constantly for their parents' attention. Lally 2 carries a foam rubber pillow with him as a "security blanket."

Activity: Newspaper Reporting

This activity puts students in the position of being newspaper reporters from an earlier time. Read the following description of the historical event, "The Jerry Rescue," to the class. This incident combines aspects of themes three and four. Have students write a report as an objective news story of the incident, answering who, what, when, and how. A follow-up writing assignment would be to write an editorial expressing an opinion about the incident or about the people involved and their actions.

Historical Incident: The Jerry Rescue

In Syracuse, New York, in 1851, friends and abolitionists stormed a jail to free William "Jerry" Henry, a fugitive slave who was arrested by federal agents acting under the national Fugitive Slave Act. Anti-slavery feelings were strong in Syracuse, one of the favorite stations on the "underground railroad," and people pledged to stand together in opposition to the Fugitive Slave Act.

The Fugitive Slave Act

This Act was part of the Compromise of 1850 which attempted to resolve differences between the North and the South. It required all citizens, in free and slave states alike, to return fugitive slaves to their rightful owners. Even though the Massachusetts Legislature had passed a law in 1843 that forbade state officers and magistrates from assisting in the business of returning fugitives, this was a federal law and citizens who did not obey it were violating the law.

One resolution at a vigilance committee meeting read: "the people of Syracuse and its vicinity are prepared to sustain one another in resisting the encroachments of despotism." And so they did. Because they came together, they were able to rescue a captured slave and get him to freedom. There is no question that they were breaking the law, a law they found despicable, and that what they did together none could have done alone.

Other Related Titles

Anthony Burns: The Defeat and Triumph of a Fugitive Slave. Virginia Hamilton. Alfred A. Knopf, 1988.

In Boston, in 1854, Anthony Burns, a fugitive slave, was arrested and brought before a commissioner of the United States to determine whether or not he was in fact a fugitive slave belonging to Charles Suttle. Defended by Richard Dana, one of the Sons of Liberty and author of *Two Years Before the Mast*, Burns was returned to slavery. The author's vivid descriptions of the times, of Anthony's early life, and of abolitionist activity in Boston bring this historical period to life. Many tried to rescue Anthony Burns and were unsuccessful. Only the perseverance of a few individuals made it possible to buy his freedom.

THE RIGHT TO WEAR PURPLE: THE TOWN THAT NEEDED SOME LAW MAKERS

A Story/Script for Elementary Law-Related Education

Arlene F. Gallagher

Separation of powers is one of the key principles underlying our democracy, one that the framers of our Constitution struggled with time and again. Children often think that police officers make the laws. They also think it makes sense to have a police officer collect a fine. This story or play is designed to illustrate the importance of laws and of separating the functions of law making and law enforcement in our legal system. In a political system, these can be the first issues on which consent must be built.

Note to the Director, Group Leader, or Teacher

This story is an extension of "Why We Have Taxes: The Town That Had No Policeman" – a filmstrip and l6mm film available from Learning Corporation of America. It can be used in conjunction with the Learning Corporation story or it can stand alone.This story/script can be read to a group of students or it can be presented as a play in the style developed by the Readers Theatre Institute. This approach is simple to use, requires minimal preparation and no props, although these can be added.

Objectives

- ☆ To develop students' understanding of the need for separation of powers.
- ☆ To develop an understanding of the need to limit the power of law enforcement.

Activity

Depending on your group or audience this story/script can be handled in several different ways. The simplest way is to select people to play the parts, distribute copies of the story, and have them read their parts. They do not need to read the story ahead of time. You can highlight the various parts on the scripts or have the readers do this so they will be able to follow the script easier.

If you want to do this as a performance you can have the readers read silently and practice a couple of times. While practicing they can suggest props or "mime actions" that might enhance the story telling. It will help the audience know which character is speaking if you make large signs with the characters' names to hang around each player's neck. Simple props such as a baker's hat, a badge for Alexander, and a basket for the Basket Maker will help. Have the cast brainstorm ideas for props.

In any event, it is not necessary for readers to memorize their lines. They can simply stand in front of the audience and read their lines using the scripts. The Readers Theatre Institute suggests that black folders for the scripts makes them less obtrusive. High stools that swivel like piano stools are also a nice touch but not necessary.

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THE RIGHT TO WEAR PURPLE

The Nine Characters (You can add more or further divide the narrators' parts to add more speakers.)

First Narrator	**Farmer**
Second Narrator	**Clothes Maker**
Basket Maker	**Builder**
Sandal Maker	**Alexander**
Baker	

1ST NARRATOR	Once long ago there was a town that had no police.
2ND NARRATOR	There was a Basket Maker,
1ST NARRATOR	a Sandal Maker
2ND NARRATOR	a Baker
1ST NARRATOR	a Farmer
2ND NARRATOR	a Clothes Maker
1ST NARRATOR	and a Builder.
2ND NARRATOR	But the town had a problem.
1ST NARRATOR	There were thieves.
2ND NARRATOR	But no one had time to catch the thieves because everyone was busy making baskets, sandals, clothes, and bread.
1ST NARRATOR	Or growing food for everyone to eat.
2ND NARRATOR	So the people decided they needed a police officer and chose Alexander, the Builder's son.
1ST NARRATOR	Everyone gave a little bit of money to Alexander so that he would have enough to live on.
2ND NARRATOR	Alexander was such a good thief catcher that everyone was very happy.
1ST NARRATOR	Everyone except the thieves.
2ND NARRATOR	Several years passed and Alexander did his job so well that no thieves came to the town.
1ST NARRATOR	And everyone was happy.
2ND NARRATOR	Except Alexander.
1ST NARRATOR	He was bored.
ALEXANDER	This job is soooooo boring. It was exciting when there were thieves to catch. Sometimes I almost wish someone would steal something.
BUILDER	Now son, that doesn't sound like what a good police officer would say.
ALEXANDER	You're right, father. But you can't imagine how bored I am. You have things to build, the Baker has bread to bake, and the farmer has crops to tend. What do I have to do?

2ND NARRATOR The Builder didn't have an answer to that.

1ST NARRATOR And Alexander got so bored he started looking for things to do.

1ST NARRATOR If he didn't like the way someone did something he would arrest them.

2ND NARRATOR When the Baker crossed the street too slowly or too quickly, Alexander arrested him.

BAKER Who does he think he is? I can cross the street any way I want.

ALEXANDER You have to obey the traffic lights.

BAKER I do! And I always look both ways, too.

SANDAL MAKER I do, too. But Alexander arrested me because one day when I was feeling good I skipped across.

BASKET MAKER He arrested you for skipping?

CLOTHES MAKER And he put *me* in jail for wearing purple!

1ST NARRATOR Alexander's father, the Builder, tried to defend his son.

BUILDER My son never did like purple.

ALEXANDER Purple reminds me of eggplants. I hate eggplants.

CLOTHES MAKER That's no reason to arrest someone! I like to use purple in the clothes I make.

BASKET MAKER This isn't right. We've got to stop him.

FARMER But how? He's been a good police officer.

BUILDER That's true. After all he did catch all of those thieves we used to have around here.

ALEXANDER Thank you. It's about time someone appreciated me.

FARMER It's true. We sure don't want the thieves back in town.

BAKER I agree. Those thieves were always stealing my bread. Of course, it wasn't surprising. I bake very good bread.

SANDAL MAKER And the thieves stole my sandals. It takes a long time to make a good pair of sandals.

CLOTHES MAKER But we haven't had any thieves here in years. Why do we still need a police officer?

ALEXANDER You need me. You know you do.

FARMER We do. I bet that if we get rid of the police officer the thieves will come back. In fact, I'm sure of it.

BAKER How can you be so sure of yourself?

FARMER Because . . . I've got a scarecrow to keep the crows away from my seeds. The crows stay away but if I took down my scarecrow they'd come right back.

BUILDER I don't see what crows have to do with police?

BASKET MAKER Never mind. The farmer is right. But what should we do? We can't let Alexander arrest people for any old reason.

2ND NARRATOR The Clothes Maker thought he understood the problem.

CLOTHES MAKER I think the problem is that Alexander is getting too big for his britches. I should know. After all, I made the britches.

BAKER He does need to cut back on his police work. When my bread rises too high I punch it down.

BUILDER	No one is going to punch my son. Anyone who does has to answer to me!
	(Builder and Baker threaten each other with their fists.)
1ST NARRATOR	It looked as if there was going to be a fight between the Baker and the Builder until the Farmer stepped in.
FARMER	Hold on. Punching won't solve our problem. When my plants grow too high I cut them back.
CLOTHES MAKER	Cutting back. . .right, that's what I do when a shirt is too big. . .I cut back.
FARMER	We have to make a list of things that are against the law and tell Alexander that those are the only things he can police.
SANDAL MAKER	Good idea. . .but who will make the list? I'm too busy making sandals.
BAKER	And I'm too busy baking bread.
BASKET MAKER	My basket making takes all of my time.
SANDAL MAKER	I think it's a good idea as long as skipping isn't on the list!
CLOTHES MAKER	Or wearing purple.
SANDAL MAKER	But *who* is going to make the list? It's going to be hard to please everyone.
BASKET MAKER	That's right. My mother used to say you can't please all of the people all of the time.
FARMER	I agree. None of us is smart enough to know what everyone else wants.
BASKET MAKER	But everyone should have something to say about the list.
	(All of the characters, except the narrators, start talking at the same time saying what they want or don't want on the list. It's very loud and very confusing because no one is listening.)
BUILDER	Hold on! This is crazy!
	(Characters stop and look at the builder.)
BUILDER	The list will be three miles long and Alexander will spend all of his time reading it.
ALEXANDER	And *that* would be very boring. Police officers like to do things . . . they like action!
1ST NARRATOR	The Sandal Maker harumphed.
SANDAL MAKER	Like stamping out the skippers of the world?
2ND NARRATOR	The Clothes Maker was sarcastic, too.
CLOTHES MAKER	Or do you mean "action" like the great war against the color purple?
BASKET MAKER	This isn't helping to solve our problem.
FARMER	I think each of us should write down what things Alexander should police, and then we should select a few of us to decide which of the things were really important . . . the things that should be against the law.
BAKER	That's a good idea.

SANDAL MAKER	I agree. That way Alexander won't be the one making up the laws. He will just be in charge of making sure we all follow them.
2ND NARRATOR	So each of the people in the village wrote down what they wanted Alexander to do.
1ST NARRATOR	Then they elected a few people who got together and decided which of those things were most important.
2ND NARRATOR	These people were called law makers.
1ST NARRATOR	And Alexander's job was to enforce the laws . . . to see that everyone followed them.
2ND NARRATOR	Sometimes the laws didn't work out too well so the law makers would change them.
FARMER	I think this law about not being able to bake bread unless you are a baker is unfair.
SANDAL MAKER	I agree. Once in a while I like to bake my own bread.
BAKER	Personally, I rather liked that law. Suggested it myself.
CLOTHES MAKER	Sure you did. But that doesn't make it fair.
1ST NARRATOR	And sometimes the laws weren't needed so the law makers would get rid of them.
BASKET MAKER	Do we really need that law about keeping baby dinosaurs on a leash?
BUILDER	You're right. I haven't seen a dinosaur in my whole life. Let's get rid of it.
ALEXANDER	Good. I didn't even know what they looked like. I had to find a picture of one in the library so I could enforce that law.
2ND NARRATOR	Today the people who make the laws are called legislators.
1ST NARRATOR	But the law makers are different from law enforcers.
2ND NARRATOR	That way no one person or group of people has too much power.

Critical Choices Town Meetings: Elementary Style

by Maryanne Malecki

In 1988 and again in 1989, the New York State Bicentennial Commission co-sponsored a series of "Critical Choices" town meetings in communities and schools around the state to commemorate our state's role in the adoption of the United States Constitution. Each town meeting approved a list of resolutions dealing with contemporary constitutional issues and sent a delegate to a statewide convention which adopted a final set of resolutions presented to the governor and the legislature of New York State.

In 1989, we awarded a grant to the South Colonie School District to develop a special "Critical Choices" program for elementary school students. Under the direction of the district's social studies supervisor, Dr. Maryanne Malecki, town meetings were held throughout the district involving thousands of elementary school students. Then, on November 21, 1989, their delegates met in a Constitutional Convention in the Assembly Chamber of the New York State Capitol in Albany, New York.

The step-by-step guide developed for this program by Maryanne Malecki is reprinted below.

This project focuses on the rights of the individual as a member of a social community. For the purpose of this project, "social community" can be defined as a family, neighborhood, classroom, school, town/city, state, or nation.

Using the Bill of Rights as the starting point, young people will determine how the Constitution affects them in their daily lives through discussion in a series of town meetings. The first town meeting can be held by one class, by all classes in a particular grade, by various classes in a school, or by entire schools in a school district. At any level, the format is basically the same. After the town meetings, delegates can be sent to a final town meeting or convention where the format is repeated. For example, delegates from different classes can go on to a school convention or from different schools to a district convention.

Objectives

- ☆ To develop an awareness in young people (Grades 1 through 6) of the importance of the Bill of Rights in their lives.
- ☆ To conduct a series of town meetings with students in various grade levels or classes to discuss what rights they believe are important.
- ☆ To provide students with participatory experience in the representative democratic process.
- ☆ To reinforce social studies concepts of citizenship, justice, human rights, choice, and the political system as stated in the New York State syllabi.

Preparatory Activities

Teachers may wish to review the concepts outlined for discussion in the general session with the group prior to the actual town meeting. The sophistication and maturity level of the students will determine the extent to which the concepts are discussed; however, even very young students are able to express opinions if given the opportunity.

Concepts and topics for discussion could include, but not be limited to, the following:

- ☆ What is community? What kinds of communities do we have (school, neighborhood, family, town, city, state, country, world)?
- ☆ What is a law? Why do we have laws? Do we need them? (This discussion may relate to classroom or family rules.)
- ☆ How are laws made? Who should decide what laws we have?
- ☆ What is a right? Who has them? (This discussion could include news items about civil rights, animal rights, human rights.)
- ☆ From an historic perspective: Who made laws for the colonists before the American Revolution? What changes took place after the Revolution? What types of government did the people hope to have, or hope to avoid?
- ☆ What is a constitution? Why do we need one?
- ☆ What is a bill of rights and why do we have one? What was New York's role in the development of the United States Bill of Rights?

In addition to these governmental issues, teachers should review ground rules for participating in group discussions, emphasizing that each student should be able to comfortably express an opinion or idea. All ideas will be accepted during the brainstorming session of the town meeting. They may be refined in later classroom discussion subsequent to the meeting. (See Break-out Groups for additional ground rules.)

Format:

General Session (Big Group) – 15-20 minutes

All sections or classes participating in the first set of town meetings or the convention attend the general session. The leader may choose to review any of the concepts discussed above during preparatory activities. The discussion in the town meeting should include the following concepts:

- ☆ What is a law (rule, regulation)?
- ☆ How were laws made in the United States before the American Revolution?
- ☆ What changes in the laws took place following the Revolution?
- ☆ What is the Constitution and why is it important?
- ☆ What was New York's role in the development of the Bill of Rights?
- ☆ What is a right and who has them?
- ☆ Who are the groups that are in the news related to rights issues (citizen's rights, human rights, animal rights)?

After a brief (15-minute) discussion of the above, the leader informs the general session that they are going to participate in small group discussions regarding their rights as young people in their social community (defined above). The meeting will disperse into the pre-determined groups with a facilitator (most generally the class with its teacher).

Break-out Groups (Little Groups) – 15-20 minutes

The individual groups with their facilitators will develop a list of rights by brainstorming. Ground rules should be established so that each student feels comfortable expressing ideas. The facilitator may wish to use the following rules as guidelines:

- ☆ One person may speak at a time.
- ☆ Questions may be asked for clarification of an idea after the speaker has completed his/her thought.
- ☆ Ridicule is not allowed.
- ☆ All ideas are originally acceptable; they may be dismissed later, after the brainstorming session.

The facilitator's job is to record responses and keep the group on task. Responses should be recorded on a large sheet of paper so they can be seen by the whole class.

Final Plenary Session (Big Group) – 15-20 minutes

All groups will reassemble in the town meeting or convention area. Each group will present the list of rights developed by the small group to the meeting leader. The leader will read the list aloud to the group. Older students may elect a representative to report the group's list to the plenary session, then present the list to the leader. Each group will be identified and recognized with a round of applause. Similarities among lists may be pointed out and discussed. Questions may arise with older participants, and can be used as a basis for brief discussion, if time and facilities allow.

It is important to keep within the specified time limits, especially with very young students.

The plenary session can end with the singing of "America," the National Anthem, or another appropriate song familiar to the participants.

Subsequent Activities

☆ Each participant receives a certificate acknowledging participation. The certificate may simply state:

Congratulations!

You have participated in
a Critical Choices Town Meeting
to discuss Student Rights

Signed _____ **Date** _____

☆ Each participant signs the document of participation. The size of the participating group determines the document size; large rolls of craft paper can be used to create a document 3 feet x 6 feet to accommodate an entire school or several classes. Suggested wording for the document:

"We the People of (name of group, school, class) held a Town Meeting to celebrate the Bicentennial of the United States Constitution and the Bill of Rights during the week of _____"

OR

"We the People of _____ had a Town Meeting on (date) _____. We discussed student rights."

☆ The leader is responsible for compiling all lists of rights presented at the plenary session. Duplicate or similar ideas are condensed into one sentence, maintaining the integrity of the originals. Completed copies will be made available to facilitators, who will distribute them to each participant. A copy will also be available for display in the classroom.

Follow-up Activities Within the Classroom

☆ Discuss particular constitutional amendments which assure students of the rights they listed in their town meetings. List individually each of the first ten amendments of the United States Constitution on large sheets of paper. Under each amendment write the corresponding student right. Determine how the other rights are protected. (Students and teachers may wish to review the Universal Declaration of Rights.)

☆ Discuss national governments that do not provide these rights for their citizens. Locate these nations on world maps or globes. Discuss different political or economic systems, including the difference between direct democracy and representative democracy. Within which form would the students prefer to live? What are the advantages and disadvantages of various systems?

☆ Citizen rights are coupled with citizen responsibilities. Based on the student's list of rights, what responsibilities do they have to ensure that their rights continue? Post this list in the classroom next to the list of rights.

☆ Discussion Issues (Teachers should re-word questions to accommodate the level of their students):

a. What happens when the rights of a group infringe on the rights of the individual; when individual rights affect the group (i.e. smoking policy in public places)?

b. Does the free enterprise system and technological progress supersede the rights of individuals and/or groups? Examples: acid rain; nuclear energy and waste disposal; off-shore oil drilling; strip mining; fishing rights and international waters.

c. How have computers and technological developments affected the individual's right to privacy with the right to know?

☆ Using the Bill of Rights or the students' list, design a quilt of rights out of construction paper or fabric. Display.

☆ To summarize, if several town meetings are conducted, representatives from individual classes may be elected to attend a "Constitutional Convention" in which one list of rights is ultimately developed. Representatives would use the individual lists created within the various town meetings as their base of constituency information. They would follow the same format for the convention used for the town meeting.

THE GLENMONT CANTATA
MOLLY HELPS THE HOMELESS

The Glenmont Cantata, "Molly Helps the Homeless," was produced by the students and faculty of Glenmont Elementary School in Glenmont, New York, under the leadership of Don Robillard, school principal, with the assistance of the New York State Commission on the Bicentennial of the United States Constitution. The following group of fourth and fifth graders collaborated with Roger Ames, composer and director of the Theatre Department of Hartt College at the University of Hartford, to write the story and the music: Jennifer Abelson, Melissa Liebman, Kelly Bittner, Josh Naylor, Jeffrey Ciprioni, Catherine Powell, Brian Corrigan, Brian Schwartz, Adriaan Denkers, Sarah Searle-Schrader, Kristin Folette, Sarah Stiglmeier, Andy Hatstat, Danielle Torre, Thomas Hitter, Erin Washko, Andrea Kachidurian, Meridith Weaver, Chris Leonardo, and Carl Wierks.

The Glenmont Cantata, directed by Muriel Nevens, was performed in December 1989 at the Glenmont Elementary School. The pianist was Roger Ames.

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THE GLENMONT CANTATA

I. **Eyes In Her Heart** – Chorus

II. **The End of the Line** – Molly, Rapper, Teacher and Chorus

III. **Who Is My Neighbor?** – Molly, Rapper and Chorus

IV. **People's Rights: Molly's First Dream** – Molly and Chorus

V. **Molly's Second Dream** – Molly, Rapper and Chorus

VI. **Benefit Break Dance Ball** – Molly, Rapper and Chorus

VII. **Rapper's Lullaby: Molly's Third Dream** – Molly, Rapper and Chorus and Rappers

VIII. **No - Yes!** – Molly, Mayor, Governor, Congressman and Chorus

IX. **Molly's First Speech** – Molly

X. **Red Balloon Rights Parade** – Molly and Chorus

XI. **Molly's Second Speech** – Molly

XII. **We Can Change the World** – Molly, Chorus and Audience

XIII. **Final Reprise** – Chorus

RESUMÉ OF STORY

Molly is a ten-year-old girl who had eyes in her heart and who wanted to learn and know so many things, who had big dreams, and who CARED. On a class trip to New York City she became separated from her group when she was taking pictures of all the new sights. Her eyes were "up and down and everywhere about." Mostly, however, she was seeing the homeless.

A person named Rapper, one of the homeless himself (maybe her ex-next door neighborhood who went bankrupt?) befriended her and introduced her to his friends. As she learned to know them, she began to question who her neighbor really was. She began to see that although these people were homeless, they could still be friends and care about each other. "All people of good heart are neighbors, no matter what they look like, no matter how they talk or what they believe, and certainly no matter how many things they might own."

Molly's new insights into the problem of the homeless people concerned her deeply. She tried to call attention to their needs by putting pictures of them into the newspapers, raising money at a Break Dance at a local mall and doing volunteer work. She gave her allowance and savings of $273.23 to the cause, but nothing seemed to be enough.

Rapper knew that they would have to help the homeless help themselves when he told her, "You can give someone a fish and they'll eat for a day; you can teach someone to fish and they'll eat for a lifetime."

In a dream, Molly realized that the world is blind to the problem of the homeless and that she would try to figure out a way to help everyone to see by proposing a Twenty-seventh Amendment to the Constitution – ALL PEOPLE DESERVE A HOME, ENOUGH TO EAT, AND TO BE CARED FOR, NO MATTER WHO THEY ARE.

When the mayor, the governor, and her congressman rejected this child's "blue stew," she and Rapper organized a "Red Balloon Rights Parade" and marched down the New Jersey Turnpike towards Washington, D.C., wearing red, biodegradable balloons on their wrists. Supported by thousands of people, Molly made a speech to Congress about her proposed amendment and was so persuasive that the Congress and the people all over the country said, "YES."

The moral of the story: "Never underestimate the power of a child who dreams with her eyes open."

THE GLENMONT CANTATA
Molly Helps the Homeless

Written by the Glenmont Elementary School Students

I. Song: Eyes in her Heart

CHORUS:

Molly is a girl
Born with eyes in her heart
Extra eyes, extra feelings,
Extra everywhere about.

So many things, so many things
So many things she wanted to see
So many things (spoken)
So many things she cared about.

Molly had big dreams
As any girl would.
She wanted to fly all over the world
To see everything that she could.

So many ways, so many ways,
So many ways she wanted to grow.
So many things she had to know.

Like: How a rooster crows,
Why do people die?
Why a river flows,
Or "Why doesn't Larry Bird fly?"

Like: Why does October have thirty-one days,
Or How the universe began?
Why do people live different ways,
And why does Barbie love Ken?

Why does the sun set?
Why are there dreams?
Why isn't everything what it seems?
What is righteous?
What is wrong?
What is in between?
Why are some folks generous,
And others rude and mean?

Molly had big dreams,
And lots and lots of questions.

NARRATOR:

"Scene One: A class trip to New York City: Lights, action, and Molly's camera!"

II. Song: The End of the Line

RAPPER: The school bus stopped in New York City,
They got out of the bus but the sight wasn't pretty.
Poor people here, and poor people there –
So many homeless people, but no one seemed to care.

"Better safe than sorry," The teacher said . . .
"Keep those peepers straight ahead!
Don't be caught sleeping or you'll be dead.
This is New York City: you've got to be led."

"HUP, class! you'd better hup to it.
What I say goes, so you'd better do it.
It's not cloud nine, there's no silver lining,
No rest for the wicked, so stop your whining!"

TEACHER: Keep your eyes straight ahead.

MOLLY: Oh wow, look at that!

TEACHER: Molly, look straight ahead.

CLASS: Molly, Molly do what she said.

We all are here together.
Feeling happy, (or else).
Walking snappy, (or else).

MOLLY: Feeling *crabby*.
I'd like to look around!

TEACHER: Keep your eyes straight ahead.

MOLLY: Look up and down.

CLASS: Molly, do what she said.
There's danger. There's danger.

MOLLY: We all are here together.

CLASS: And we're careful, or else.

MOLLY: Walking snappy, feeling unhappy,

CLASS: With our eyes focused straight ahead.

CHORUS: Well, Molly turned around and round,
And listened to the city sound.
She found what she hoped she'd find,
But the teacher sent her
To the end of the line.
Oh no, the end of the line!

Molly wandered off,
Her camera in hand,
Her class was gone,
She didn't know the land.

She spent some time
Snapping pictures of her own,
Seeing homeless people
Wandering alone.

She grew tired,
Looked for a place to sleep,

Saw a trash can
Sitting on the city street.

Molly treasured the memories of the day.
She climbed into a trash can,
And drifted away.
Drifted away . . .

Molly had a nightmare,
As anyone might
Extra scary, extra hairy,
Lost in the city light.

She saw fighting and biting,
dodging and begging, misery ev'rywhere.
She moaned out loud –
She screamed:

MOLLY: "I'm scared!"

NARRATOR: Molly awakened many people, but the friendliest by far was "the Rapper."

RAPPER: Molly! Molly, wake up.
You're having a nightmare.

MOLLY: Who are you?

RAPPER: Some people call me the Rapper.
I'm good with words.

MOLLY: I'm good with pictures.

RAPPER: Pictures and words.
Words and pictures.
There's something to that.
A picture is . . .

MOLLY: . . . worth a thousand words.
You sound like my grandmother.

RAPPER: I assure you, I'm not.

MOLLY: Are you my neighbor?

RAPPER: No, I'm not.

MOLLY: You're not my neighbor in the next-door lot who went bankrupt?

RAPPER: I am certainly *not*.

MOLLY: You *sure* do look like him.

RAPPER: I'm *sure* I'm not.
Why would I be?

MOLLY: How could you be?

RAPPER: That's right. How could I be?

MOLLY: It's night.
I guess I couldn't see.
But if you're not . . .

RAPPER: I'm not. I'm not. I'm *sure*.

MOLLY: Then – who is my neighbor?

III. Song: Who is my Neighbor?

MOLLY: Who is my neighbor?
Who is my friend?
Who's there to play with me?
I've lots of things to lend.

Games for the playing,
Clothes you could wear,
I have so much to say,
So much to share.

CHORUS: (The Homeless people, including the Rapper)
We have no games,
No clothes to lend,
But we have time for you,
We can be your friend.

We can share your secrets,
Your problems, your fears.
We can be there for you,
Through laughter and through tears.

(MOLLY JOINS) Friends are forever,
Friends are the best.
Friends who will stay with you
Through every test:

Through hard times,
Through hunger,
Through cold and through pain,
Through loss and through anguish,
Through sunshine and rain.

We're neighbors and friends
Through sunshine and rain.
Together 'til the end,
In this we are the same.

RAPPER: Good. Now you understand. All people of good heart are neighbors, no matter what they look like, no matter how they talk or what they believe, and certainly no matter how many things they might own. We own no homes, but still, many of us have hope, and most of us want love in our lives. And respect. Respect is the hardest to get.

MOLLY: I respect you.

RAPPER: I can tell. You have an open mind.
And a big heart.
And I'll bet a tired body.
A trash can is not exactly a king-size bed.

MOLLY: No . . .

RAPPER: Enough. You're tired and hungry . . .

MOLLY: I am?

RAPPER: You should be . . .

MOLLY: I could be . . .

RAPPER: Let's not start this again. I'm putting you on a bus home. Here's my number. It's the phone booth at the corner of 43rd and Park. Call me if you need me.

MOLLY: Indeed.

RAPPER: And stop that rhyming. That's *my* job.

MOLLY: Okay, Bob.

RAPPER: My name is not Bob.

MOLLY: I know.

RAPPER: Now, *go.*

MOLLY: Oh.

RAPPER: *Now.*

CHORUS: Molly was a thinker
With very big thoughts
A dreamer of dreams
A schemer of schemes
She thought about haves and have-nots.

What about this, what about that,
What about those over there?
She thought and thought:

MOLLY: "The world's not fair."

NARRATOR: Molly was so tired, when she got home she went right to bed . . . to another nightmare, this time a history lesson in her classroom. History teachers, please don't take offense.

IV. People's Rights: Molly's First Dream

STUDENTS: ALL PEOPLE HAVE THE RIGHT TO VOTE . . .

MOLLY: The people in my pictures
Have no school, have no coat,
They have no home and therefore cannot vote.

STUDENTS: WE HAVE THE RIGHT TO WALK IN THE STREET . . .

MOLLY: It's hard to walk with nothing to eat.

STUDENTS: WE HAVE THE RIGHT TO BE PROTECTED . . .

MOLLY: Not from the weather, or poverty . . .

STUDENTS: ALL PEOPLE HAVE THE RIGHT TO WRITE . . .

MOLLY: My people often don't know how.

STUDENTS: THE RIGHT TO READ

MOLLY: They don't know how, even now. Even here.

STUDENTS: PEOPLE HAVE THE RIGHT TO WEAR WHAT THEY WANT.
ANYHOW! ANYWHERE . . .

MOLLY: If they can afford it.
Life isn't fair
To my people on the street
Does anyone know? Does anyone care?
It just isn't fair.

V. Molly's Second Dream

MOLLY: I'll convince everyone
That we need a new amendment
The people in my pictures
Need help, need friends.
I'll be their friend,
I'll be their neighbor,
And so will everyone else
By the time this story ends.

NARRATOR: She does volunteer work. She puts the pictures she took in NYC in the newspaper to call attention to the poor. She gives her allowance to the cause. She gives away her life's savings of $273.23. Nothing seems to be enough. She calls the Rapper.

MOLLY: "This is a big one. I can't do this by myself."

VI. Song: Benefit Break Dance Ball

RAPPER: We need to raise money.
I'm not being funny.
For homes, for food,
For jobs and care.

MOLLY: We could sell lemonade
And then get paid,
We could do odd jobs,
Or have a school fair.

We could charge for our chores

RAPPER: We could open school stores.

BOTH: But after that we'd need a lot,
We'll still need more.

MOLLY: We need a lot of money
Really really fast.

RAPPER: Well, I'll tell you
How I made a lot of money in the past.

We'll have a Benefit Breakdance Ball.

MOLLY: In the local mall,

RAPPER: In the middle of the Fall,

BOTH: A Halloween Benefit Breakdance Ball!

RAPPER: All the Rappers'll come on down.
They'll rock the town and perform for you.

SOLOS: Gift Rapper, Candy Rapper
Reynolds Rapper too,
Saran Rapper, Handi Rapper

ALL SOLOS: The Whole Rappin' Crew!

ALL: Come on down to the breakdance ball,
Rock the town at the breakdance ball,
Hang around at the breakdance ball,

The halloween benefit ball,
The rappin' snappy happy peppy
Break Dance Ball! Come on down. Rap it up!

RAPPER: That's right!

NARRATOR #1: The Benefit, great as it is, only earns them $20,185.63. This is not enough to really make people notice, and to really effect change.

RAPPER: "You can give someone a fish and they'll eat for a day. You can teach someone to fish and they'll eat for a lifetime." We have to help the homeless help themselves.

Go to sleep, Molly. Have a Dream.

VII. Song: Rapper's Lullaby: Molly's Third Dream

NARRATOR #1: The lights went off and Molly dived into Dreamland.

NARRATOR #2: All her stuffed animals came alive.

NARRATOR #3: They looked kind of funny –
Especially the bunny
Because of the blindfolds on their eyes.

NARRATOR #4: Each one blindfolded – and a room full of
bio-degradable balloons.

CHORUS: Blinds on their eyes,
Balloons on their wrists,
The Bear gave a growl
And doubled his fists.

He had no balloon,
No blindfold had he,
He was poor, and cold,
And lonely.

And angry, and sad.
And crabby, and mad.
And tired, and bad.
Just like the people in Molly's pictures.

Who had no food
Nor homes, nor coats.
Nor jobs, nor care,
Nor cars, nor boats.

The lamb took off her blindfold
And saw the bear.
No one else could see
So no one else could care.

"This bear has no balloon," She said
And handed him her red one.
And peace broke out in Molly's head
When the bear became the fed one.

MOLLY: (Waking up.) That's it! That's it!
The world is blinded to the problems
Of the Homeless.
It's up to us to help everyone see.
It's up to you and me!
No one else will do it.

CHORUS: It's up to us to help everyone see.
It's up to you and me.
There's no one else to do it.
No one but you and me,
It's up to you and me.
It's up to you and me.

NARRATOR #1: Molly and the Rapper go to several public officials to
get them to help the homeless.

NARRATOR #2: Molly tells them about her 27th Amendment:
ALL PEOPLE DESERVE A HOME, ENOUGH TO EAT,
AND SHOES ON THEIR FEET.

NARRATOR #3: ALL PEOPLE NEED LOVE AND CARE, NO MATTER WHO THEY ARE.

NARRATOR #4: She goes to the mayor . . . She pops the question . . .

MOLLY: Well, will you?

VIII. Song: No-Yes

MAYOR: No! No!
My budget's too low,
I've things to take care of
So WHY DON'T YOU GO?
Out, out!

NARRATOR #1: She goes to her Governor . . . She pops the same question . . .

MOLLY: So? . . .

GOVERNOR: This is a business
I have busy things to do
A 27th Amendment
Would be nothing new.
Out, out, I say!

NARRATOR #3: Courageous to the limit, she goes to her Congressman. The answer is, well, predictable by now.

CONGRESSMAN: It's a crazy idea,
It's a child's blue stew,
Who would care about anything
Invented by you?

OUT! OUT I SAY!

Out, out, I say!

CHORUS: **"No-Yes" Round**

NARRATOR #4: Because of Molly's vision, and because she is unable to take NO! (shouted) for an answer, She buys twenty thousand dollars worth of balloons, food, shoes, and supplies, and prepares to go to Washington – with her amendment, a speech and many people without homes right beside her. She ties balloons on each person who is homeless – and inspires them to follow her:

IX. Molly's First Speech (spoken over music)

MOLLY: No matter where or who you are,
No matter what your problems are,
You and I, we're all in the same boat together.

Work together and we'll go far,
We *can* reach that shining star,
You and I: we can change the world,
together.

X. Red Balloon Rights Parade

MOLLY: If you could walk in our shoes
For just one day,
If you could give us a hand
Along the way,

If you would listen to us,
We have something to say:
"It's the Red Balloon Rights Parade."

SOME JOIN: If you could live our lives.
A little while,
If you could walk in our shoes
For just one mile,

If you could see us inside
You'd surely smile,
"It's the Red Balloon Rights Parade!"

ALL JOIN IN: If you could walk in our shoes
For just one day,
If you could give us a hand
Along the way,

If you could listen to us,
We have something to say,
We are marching for care,
We are everywhere,
We're the Red Balloon Rights Parade!

NARRATOR #1: Backed by thousands of people and her own sense of right and wrong, Molly convinces her senator to let her make a speech before Congress. She begins:

XI. Molly's Second Speech (spoken over music)

Good Evening, ladies and gentlemen. For some time now, our school has been learning about our Constitution. We have learned many things. We have studied laws and history and about the rights we have as a free people. We have many rights – more than most people. And we have the right to *change* – to change our laws, and to make amendments. We can mend our ways. We forget some things, sometimes. We forget that freedom is not just an idea. We forget that there are many kinds of freedoms.

I had a dream awhile ago. In that dream I learned that just because we have the freedom to do something doesn't mean we have the *ability* to do it. We are told we can vote, but without an address – a home, we cannot register to do that voting. And because we have the *right* to live where we want doesn't mean we'll get food or jobs there. Our rights to an education, to protection under the law, to wear what we want, to speak our thoughts – all those rights are really just ideas when we must struggle for the next bite to eat or wonder where we will sleep tonight.

There are people in our land who cannot take advantage of their rights. I thank you and the founders of our nation that we can change that – that we can make an amendment that will help the homeless have some of the things you and I take for granted: food, clothing, shoes to walk in, a warm bed to sleep (and dream) in – the kind of freedom that means something – time to learn, to think, to share – and to dream dreams.

XII. We Can Change the World

MOLLY: No matter where or who you are,
No matter what your problems are,
You and I – we're all in the same boat
Together.

MOLLY AND CHORUS: Work together, and we'll go far,
We can reach that shining star,
You and I – we're all in the same boat,
Together.

We can change the world together,
In any kind of weather,
Light and hope, hope and light,
Shimmering waters lead us through the night,

Wishing for freedom for all,
With all of our might.

MOLLY: ALL PEOPLE DESERVE A HOME,
ENOUGH TO EAT, AND SHOES ON THEIR FEET.
ALL PEOPLE NEED HELP AND CARE,
NO MATTER WHO THEY ARE,
NO MATTER WHO THEY ARE.

RAPPER: (Spoken) The people joined her song. Congress joined her song. This audience joined her song . . . Come on, now – it's time for your turn . . .

AUDIENCE PARTICIPATION

(Everyone) Work together and we'll go far.
We can reach that shining star.
You and I – we're all in the same boat
Together.

We can change the world together,
In any kind of weather.
Light and hope,
Hope and light,
Shimmering waters lead us through the night,
Wishing for freedom for all,
With all of our might. –

ALL PEOPLE DESERVE A HOME,
ENOUGH TO EAT, AND SHOES ON THEIR FEET.
ALL PEOPLE NEED LOVE AND CARE,
NO MATTER WHO THEY ARE.
NO MATTER WHO THEY ARE.

NARRATOR #2: With that, Congress said yes, the president said yes, the people all over the country said yes – and Molly's dreams, (not to forget all those homeless people's dreams, too); Well, this dream became law – and maybe that's the best kind.

RAPPER: (Spoken) A modern miracle, this Molly.
The moral of the story?

NEVER UNDERESTIMATE THE POWER OF A CHILD WHO DREAMS WITH HER EYES OPEN.

XIII. Final Reprise

CHORUS: Molly was a do-er.
She did what was right.
She saw injustice in the night,
With her special sight.

Her special eyes made her wise.
She went ahead, no compromise,
Her special dreams filled the skies!

Molly was a dreamer!

(The End)

Foundations of Freedom: Citizenship Education*

Law, Youth and Citizenship Program of the New York State Bar Association and the New York State Education Department

PRIMARY I

"Liberty," observed Judge Learned Hand, "lies in the heart of men and women; when it dies there, no constitution, no law, no court can save it; no constitution, no law, no court can even do much to help it. While it lies there it needs no constitution, no law, no court to save it."

One of the earliest symbols of our country that young people recognize is the flag of the United States. This teaching strategy provides the opportunity for students to explore the flag's meaning and its relationship to citizenship.

Topical Question: What role do symbols and specifically the flag play in increasing students understanding of the concept of citizenship?

Time: Approximately 2 hours or several class sessions, depending on your schedule.

Materials: United States flag, state or school flag, construction paper, crayons/markers, colored paper, glue, magazines.

Objectives:

- Students will increase their knowledge about the flag as a symbol of the United States.
- Students will learn the three ways that people become citizens of the United States.
- Students will consider what good citizens would do in a variety of school- based situations.

* Reprinted with permission of the New York State Bar Association from *Foundations of Freedom: Citizenship Education*, activities prepared by Ellery M. Miller, Jr. (Director of the Citizenship Law-Related Education Program for the Schools of Maryland) for the Law, Youth and Citizenship Program of the New York State Bar Association and the New York State Education Department (Albany, 1989), 21-34.

Procedures

1. Start the class by asking students what kind of things/symbols represent the United States. After they have shared ideas, hold up the United States flag and explain that the flag is one of our most easily recognized and visible symbols. Ask them to count the stars and see if they can explain what the stars represent. You may wish to show them a map of the fifty states. Ask students what state they live in and the name of their state capital. Identify them on the map.
2. Explain that if they are (1) born of United States citizens, or (2) born on United States soil, or (3) naturalized (obtain citizenship by law), they are all or can become citizens of the United States.
3. Give examples of good citizen behavior using familiar references.
4. Divide the class into groups. (You may want to use rows, reading groups, other identified groups.) Ask each group to make a list of *"Good Citizen Do's"* for a particular situation (e.g., playground, lunchroom, hallway, school bus).
5. List appropriate *"Good Citizen Do's"* on the chalkboard. Be sure each group has contributed an idea. Encourage classroom discussion.
6. Upon completing the task, have students share their lists with other students. Discuss each situation.
7. Ask each group to develop a flag that represents their group and their list of what a good citizen would do in that situation. You may want to show them your state flag, school flag, or, if available, flags of other groups.
8. Provide each group with the following materials: scissors, crayons, and a large sheet of paper. Place colored paper, magazines, and other materials in a central area. Ask students how good citiznes would deal with the shared materials. Generate a list and review it with students.
9. Share with students that in a democracy, we often resolve questions or issues by voting. Suggest that if they have difficulty deciding what their flag should look like, they may wish to vote to reach a decision. Depending on your students, you may wish to have each student develop a flag and then share it with the class rather than having the group develop a flag. As the groups work, circulate among them and observe how well each group followed the *"Good Citizen Do's"* list the class established.
10. Have groups share and explain their flag and what it represents. If individual students have developed flags, follow the same process. Review the *"Good Citizen Do's"* list for the group activity and discuss.

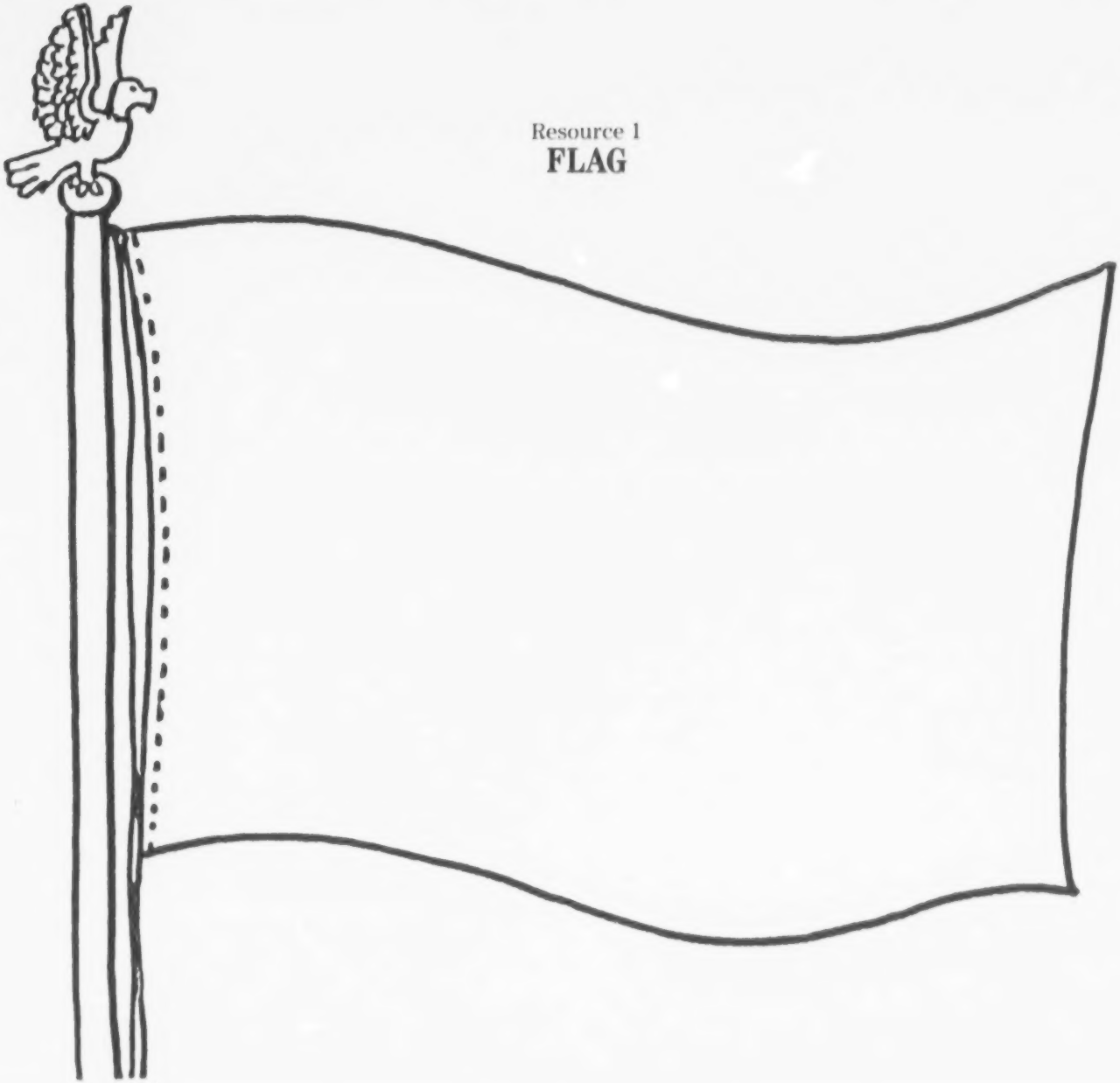
Option: Have students as a group develop a class flag or have individuals submit suggested flags and then vote on the class flag. Discuss with students the rules for taking care of our national flag. Decide with the students whether the same rules should apply to their class flag. Then select students who would take care of the class flag on a rotating basis.

Evaluation: Ask students to talk with their parents about being a good citizen and then draw a picture that represents what being a good citizen means to them.

References: Les, Tina Dorothy. *Flag Day.* Crowell, 1965. Describes the history and rules for handling and displaying the United States flag. Waller, Leslie. *A Book to Begin on Our Flag.* Holt, Rinehart and Winston, 1960. Explains how the flag evolved and the significant historical events that changed it.

Resource 1

FLAG



PRIMARY II

Learned Hand's words also serve as a reminder today as we enter the third century of our constitutional system that our future as a free people lies first and foremost in the hearts of our citizenry, not in the provisions of our Constitution or the rulings of our courts.

Topical Question:	What role has music played in fostering patriotism (love of country) and constitutionalism (respect for law and a willingness to pursue excellence within the bounds of law) within the hearts of United States citizens?
Time:	Several sessions to learn the words of the songs and one final session to celebrate and commemorate the dedication of their class flag.
Materials:	Resource 2 - "You're a Grand Old Flag" Resource 3 - "This Land is Your Land" Resource 4 - "The Star-Spangled Banner"
Objectives:	• Students will learn several songs including the National Anthem. • Students will consider what the National Anthem and other patriotic songs mean to them as citizens of the United States.

Procedures

1. Have the entire class learn the three songs or divide the class into two groups. Have one group learn "You're a Grand Old Flag" while the other group is learning "This Land is Your Land."

2. Several options are worth considering for "The Star-Spangled Banner." You may choose to have the entire group learn the first verse and talk with students about the meaning of the second, third, and fourth verses. Another option would be to divide the class again and have each group learn a particular verse. "The Star-Spangled Banner" is difficult to sing so you may choose to focus on the first verse and use accompaniment or ask the music teacher to assist you.

3. As students are learning "The Star-Spangled Banner" you may have them conduct an interview of family members. They may also wish to interview grandparents.

The interview question is: What feelings do you have as you hear "The Star-Spangled Banner?" (To assist your students you may decide that the answers to the question be written.)

4. Once students have completed their interviews have them share the results. You may wish to have students do a drawing explaining what they learned from their interviews.

5. After students have learned the songs, schedule a celebration to share them. If you have completed the previous activity and developed a class flag, you may choose to use the songs as part of a dedication service. Have students raise the United States flag and then your class flag, being sure to explain why the United States flag flies higher than any other flag within the United States (unless it is the flag of another nation). (See references on the first teaching strategy for Flag Protocol.)

Option: If you use these activities early in the school year, you may wish to have the commemoration as part of Citizenship Day, September 17, or Constitution Week, beginning September 17 and ending September 23. Two joint resolutions of Congress authorized the president annually to issue proclamations calling for the observance of both Citizenship Day and Constitution Week. The first resolution, approved February 29, 1952, authorized the designation of September 17 of each year as Citizenship Day in commemoration of the signing of the Constitution on September 17, 1787, and in recognition of all citizens who have come of age as new voters, and those who have been naturalized during the preceding year and thus become new citizens. The second resolution approved August 2, 1956, designated Constitution Week, September 17-23, as a time for study and observance of those acts which resulted in the formation of the Constitution.

To commemorate Citizenship Day and Constitution Week you may wish to have your students conduct a ceremony in front of the school with a flag raising ceremony and singing of the songs they have learned.

Evaluation: Discuss with students what they have learned and use the *Good Citizen Do's* throughout the school year.

Resource 2

You're a GRAND Old Flag

You're a grand old flag
You're a high flying flag
and forever in peace may you wave

You're the emblem of the land I love
the home of the free and the brave

Every heart beats true
Under red, white, and blue
Where there's never a boast or brag

But should auld acquaintance be forgot?
Keep your eye on that grand old flag.

Resource 3

This Land is Your Land

This land is your land, this land is my land,
From California to the New York islands,
From the redwood forest to the Gulf Stream waters,
This land was made for you and me.

As I was walking that ribbon of highway,
I saw above me the endless skyway,
I saw below me the golden valley,
This land was made for you and me.

Resource 4

"The Star-Spangled Banner"

I

Oh, say can you see by the dawn's early light
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars through the perilous fight,
O'er the ramparts we watched were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

II

On the shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream:
'Tis the star-spangled banner! Oh long may it wave
O'er the land of the free and the home of the brave!

III

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion,
A home and a country should leave us no more!
Their blood has washed out their foul footsteps pollution.
No refuge could save the hireling and slave
From the terror of flight, or the gloom of the grave:
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave!

IV

Oh! thus be it ever, when freemen shall stand
Between their loved home and the war's desolation!
Blest with victory and peace, may the heav'n rescued land
Praise the power that hath made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto "In God is our trust."
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!

INTERMEDIATE I

The Constitution is established, among other reasons, to "secure the blessings of Liberty to ourselves and our Posterity." However, it is the citizenry acting in their capacity as constitutional partners through the phrase "We the People," who "do ordain and establish" the Constitution. The word "do" in the Preamble emphasizes not only the one-time ratification two hundred years ago, but the countless daily acts of good citizenship which have kept the Constitution alive for two centuries.

Topical Question: How do we foster and support the Constitution by daily acts of good citizenship?

Time: 2-3 class periods.

Materials: Drawing paper, crayons/markers, selected book to read to students, permission slips (if necessary) for neighborhood walk.

Objectives:

- Students will consider the relationship between daily acts of citizenship and constitutionalism.
- Students will increase their knowledge about rules and laws in their school community.
- Students will analyze what a good citizen might do in given situations.

Procedures

1. Take students on a citizenship tour of the school, playground, and possibly the surrounding neighborhood. As you visit each area, ask students what the citizenship issues are. For example, if there is litter on the playground you may, with the class, clean up the litter and discuss how this relates to citizenship. This discussion could incorporate school safety and its relationship to good citizenship as well as respect for rules and laws.

2. Upon returning to class generate a list of citizenship responsibilities for each of the areas you visited.

3. Read a story from children's literature focusing on a person who displayed responsibility and good citizenship. For example, *Tbugh Jim* by Miriam Cohen (MacMillan, 1974) portrays Jim, a first grader, who while attending the class costume party, dressed as the world's strongest man, must confront a third-grade bully. Discuss whether the students thought the character in the story was being a good citizen or not and discuss their reasons. See references for two historical books you may wish to share with students.

4. Ask students to draw or act out a situation in which they thought they were being a responsible good citizen and write a paragraph to explain their drawings. Have students share their drawings and explain them, emphasizing that through such acts we are actually protecting and preserving the Constitution.

5. You may wish to create a "Responsible Citizen" gallery where students would select characters from books and write a short statement nominating them to the gallery. These could then be featured on a bulletin board or you might wish to take the additional step of having students vote on whether the character should be inducted into the "Responsible Citizen's Gallery."

References:

Davis, Burke. *Black Heroes of the American Revolution.* Harcourt Brace Jovanovich, Publishers, 1976. An account of the black sailors, soldiers, scouts and spies, who while not yet granted citizenship as a race, fought valiantly for American independence.

Lomask, Milton. *Spirit of 1787: The Making of the Constitution.* Farrar, Straus and Giroux, 1980. Describes the efforts of those individuals who struggled and fought for their ideals as they sought to create a strong federal government through the adoption of the Constitution.

INTERMEDIATE II

. . . Countless daily acts of good citizenship have kept the Constitution alive for two centuries. Without good citizenship and a healthy respect for the rule of law which is its primary ingredient, no democratic system of laws can endure.

It is for this reason that these activities draw their titles not from the language of the Constitution, but from its glue, the citizen's Pledge of Allegiance.

Topical Question: What is the meaning of the Pledge of Allegiance and what is its relationship to citizenship?

Time: 3 class periods

Materials: Resource 5 - Pledge of Allegiance
Resource 5A - Pledge of Allegiance with definitions

Objectives:

- Students will increase their understanding of the meaning of the Pledge of Allegiance.
- Students will gain insight into what constitutes being a good citizen.
- Students will increase their understanding of respect for the rule of law as a basic tenet of citizenship.

Procedures

1. Pass out Resource 5 without definitions and ask students individually or in groups to define each line. Then have students share their definitions and discuss their responses. Share Resource 5A and lead students through a comparison of their definitions with Resource 5A. Clarify any questions and then ask students to write what the Pledge of Allegiance means to them.

2. Ask students to take home Resources 5 and 5A, as well as their statement of what the Pledge means to them. Have them interview one or two family members or their parents or guardian and gather information on the following:
   - To me (parent or guardian), the Pledge of Allegiance means . . .
   - Being a good citizen means . . .

3. Ask students to share the results of their survey. Discuss the responses with students noting the number of times that respondents have in some way talked about respect for the rule of law as one factor in being a citizen.

4. Based on the data shared, generate a list of characteristics of a good citizen. Have students prioritize which characteristics they think are most important.

Option: Have students interview other teachers and the principal concerning the two questions. Bring a resource person such as a police officer, attorney, or judge into the class to discuss citizenship.

Evaluation: Have students write a story focusing on a person faced with some dilemma of citizenship.

Resource 5

Pledge of Allegiance

At the beginning of each school day, students across the United States often stand to recite the Pledge of Allegiance to the flag. The pledge was first published in 1892 at Boston, Massachusetts. In 1939 the United States Flag Association recognized Frances Bellamy as its original author.

The pledge is a statement of beliefs in the ideals and principles of democratic government that have evolved throughout the history of the United States.

An understanding of these ideals and principles may be developed by defining the words in the pledge:

"I"

"pledge"

"allegiance"

"to the flag"

"of the United States of America"

"and to the republic"

"for which it stands"

"one nation"

"under God"

"indivisible"

"with liberty"

"and justice"

"for all"

Pledge of Allegiance with Definitions*

At the beginning of each school day, students across the United States often stand to recite the Pledge of Allegiance to the flag. The pledge was first published in 1892 at Boston, Massachusetts. In 1939, the United States Flag Association recognized Frances Bellamy as its original author.

The Pledge is a statement of beliefs in the ideals and principles that have evolved throughout the history of the United States.

An understanding of these ideals and principles may be developed by defining the words in the Pledge:

"I"	me, myself, a committee of one
"pledge"	promise
"allegiance"	my loyalty and support
"to the flag"	to the Stars and Stripes
"of the United States of America"	of my country
"and to the republic"	a nation in which the supreme power rests in all citizens entitled to vote and is exercised by representatives elected by the people
"for which it stands"	which the flag symbolizes
"one nation"	fifty separate and different states sharing equally the rights and responsibilities of one nation
"under God"	with freedom of religion as a basic right
"indivisible"	the country cannot be divided
"with liberty"	with freedom
"and justice"	and fair treatment
"for all"	for all persons, even those who are not yet citizens.

*Concept and definitions originally developed by and used with permission of Patricia Bartlett Scott, Cecil County Public Schools, Maryland.

THE 11TH PILLAR OF THE FEDERAL REPUBLIC
We The People
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